

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

1. MTs Al-Ihsan Students' Beliefs About EFL Learning

This study was explored the English learning beliefs of MTs Al-Ihsan students and examined the gender-based difference among this beliefs. The results are presents below and discuss in terms of the research questions.

To answer the first question, “What are MTs Al-Ihsan students about EFL learning?”, the frequencies were calculated by google form percentation regarded the five aspects of BALLI. This percentation shows the result of the five aspects of questionnaire.

No	Statements	SD	D	N	A	SA
1.	It is easier for children than adults to learn a foreign language	(1.9%)	11.3%	17%	45.3%	24.5%
2.	Some people have a special ability to learn foreign languages	0%	18.9%	32.1%	28.3%	20.8%
3.	English is a very easy language	1.9%	26.4%	24.5%	30.2%	17%
4.	People from my country are good at learning foreign	1.9%	7.5%	39.6%	37.7%	13.2%

	languages					
5.	It is easier for someone who already speaks a foreign language to learn another one	0%	13.2%	18.9%	34%	34%
6.	People who are good at mathematics or science are not good at learning foreign languages	15.1%	22.6%	34%	18.9%	9.4%
7.	I have a special ability for learning foreign languages	1.9%	26.4%	37.7%	18.9%	15.1%
8.	Women are better than men at learning foreign languages	1.9%	20.8%	39.6%	20.8%	17%
9.	People who speak more than one language are very intelligent	3.8%	15.1%	26.4%	35.8%	18.9%

As seen in Table 3, the students agreed with the statement “ it was easier for children than adults to learn a foreign language” (item 1, 45.3% of the students agreed and 24.5% of them strongly agreed). Then, most of the students acted neutrally with the statement “Some people have a special ability to learn foreign languages”, but most of them also agreed (item 2, 32.1% neutral, 28.3% are agreed and 20.8% of them strongly agreed).

Thus, most of the students agreed with the statement “English is a very easy language”, followed by the students who disagreed and neutral (item 3, 30.2% agreed, 26.4% disagreed, and 24.5% neutral). Then, the statement “People from my country are good at learning foreign languages”, most of them were neutral followed by agreed (item 4, 39.6% neutral and 37.7% agree). The statement “It is easier for someone who already speaks a foreign language to learn another one”, most of them agreed followed by strongly agreed (item 5, 34% agreed and 34% strongly agreed). After that, most of the students were neutral with the statement “People who are good at mathematics or science are not good at learning foreign languages”, followed by the students who disagreed (item 6, 34% neutral and 22.6% disagreed).

Then, most of the students were neutral followed by disagreed with the statement “I have a special ability for learning foreign languages” (item 7, 37.7% neutral and 26.4% disagreed). Moreover, many of the students were still neutral with the statement “Women are better than men at learning foreign languages” followed by agreed and disagreed with the same percentage (item 8, 39.6% neutral, 20.8% agreed and 20.8% disagreed). The last, the students agreed with the statement “People who speak more than one language are very intelligent” followed by the students who acted neutral (item 9, 35.8% agree, and 24.6% neutral).

Table 4						
<i>The difficulty of language learning</i>						
No.	Statements	SD	D	N	A	SA
1.	Some languages are easier to learn than others	1.9%	13.2%	35.8%	39.6%	9.4%
2.	I believe that I will learn to speak English very well	1.9%	11.3%	26.4%	34%	26.4%
3.	One cannot learn English by studying one hour	3.8%	22.6%	22.6%	30.2%	20.8%

	a day					
4.	It is easier to speak than to understand a foreign language	3.8%	20.8%	39.6%	20.8%	15.1%
5.	Everyone can learn to speak a foreign language	1.9%	9.4%	26.4%	35.8%	26.4%
6.	It is easier to read and write English than to speak and understand it	0%	15.1%	22.6%	39.6%	22.6%

As seen in table 4 with the first statement “Some languages are easier to learn than others” most of the students were agreed followed by neutral with this statement (item 1, 39,6% agreed, 35.8% neutral). In the second statement “I believe that I will learn to speak English very well”, most students were agreed followed by strongly agreed but also disagreed with this statement (item 2, 34% agree, 26.4% strongly agree also 26.4% disagree). In the third statement, the students was agreed followed by strongly agreed, neutral, and disagreed with the statement “One cannot learn English by studying one hour a day” (30.2% agreed, 20.8% strongly agreed, 22,6% neutral also 22.6% disagreed).

Fourth, “It is easier to speak than to understand a foreign language” most of the students were neutral followed by agreed and disagreed (item 4, 39.6% neutral, 20.8% agreed and 20.8% disagreed). Fifth, most of the students were agreed followed by strongly agreed and neutral with the statement “Everyone can learn to speak a foreign language” (item 5, 35.8% agreed, 26.4% strongly agreed, 26.4% neutral). The last one, most of the students agreed with the statement “It is easier to read and write English than to speak and understand it” followed by strongly agreed and disagreed (39.6% agreed, 22.6% strongly agreed, and 22.6% disagreed).

Table 5. The nature of language learning						
No.	Statements	SD	D	N	A	SA
1.	It is necessary to know about English-speaking cultures in order to speak English	1.9%	7.5%	24.5%	49.1%	17%
2.	It is best to learn English in an English speaking country	3.8%	20.8%	39.6%	24.5%	11.3%
3.	The most important part of learning a foreign language is learning the vocabulary	1.9%	15.1%	28.3%	35.8%	18.9%
4.	The most important part of learning a foreign language is Learning the grammar	3.8%	13.2%	20.8%	43.4%	18.9%
5.	Learning a foreign language is different from learning other academic subjects	1.9%	13.2%	20.8%	34%	30.2%
6.	The most important part of	1.9%	13.2%	17%	41.5%	20.4%

	learning English is learning how to translate from my native language					
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The first statement in table 5 is “It is necessary to know about English-speaking cultures to speak English” with 49% of students agreed, and 24.5% of them were neutral. Then, 39.6% of the students were neutral, 24.5% agreed, and 20.8% disagreed with the statement “It is best to learn English in an English-speaking country”. After that, 35.8% of the students agreed with the statement “The most important part of learning a foreign language is learning the vocabulary”, but 28.3% of them were neutral.

The next statement is “The most important part of learning a foreign language is Learning the grammar” which 43.4% of students agreed and 20.8% neutral. Then, 34% of the students agreed followed by 30.2% of them strongly agreed with the statement “Learning a foreign language is different from learning other academic subjects”. The last statement “The most important part of learning English is learning how to translate from my native language” 41.5% of students were agreed and 20.4% of them were strongly agreed.

Table 6						
<i>Learning and communication strategies</i>						
No.	Statements	SD	D	N	A	SA
1.	It is important to speak English with an excellent pronunciation	0%	7.5%	30.2%	35.8%	26.4%
2.	You shouldn't speak anything in English until you	0%	7.5%	30.2%	47.2%	15.1%

	can say it correctly					
3.	I enjoy practicing English with the native speakers of English I meet	7.5%	22.6%	32.1%	20.8%	17%
4.	It's OK to guess if you don't know a word in English	1.9%	17%	32.1%	28.3%	20.8%
5.	It is important to repeat and practice a lot	0%	7.5%	11.3%	37.7%	43.4%
6.	I feel timid speaking English with other people	1.9%	18.9%	32.1%	30.2%	17%
7.	If beginning students are permitted to make errors in English, it will be difficult for them to speak correctly later on	1.9%	11.3%	7.5%	49.1%	30.2%
8.	It is important to practice with cassettes or tapes	0%	15.1%	24.5%	35.8%	24.5%

The first part of learning and communication strategies stated that “It is important to speak English with an excellent pronunciation” which 35.8% of the students were agreed and 30.2% of them were neutral, followed by 26.4% who stated

strongly agreed. Then, 47.2% of the students agreed with the statement “You shouldn’t speak anything in English until you can say it correctly”, and 30.2% of them were neutral. After that, 32.1% of the students were neutral, followed by 22.6% who disagreed and 20.8% agreed.

Then, the statement “It’s OK to guess if you don’t know a word in English” 32.1% of the students were neutral, 28.3% of them were agreed and 20.8% strongly agreed. The next statement is “It is important to repeat and practice a lot” which 43.4% of students strongly agreed followed by 37.7% of them agreed. Moreover, 32.1% of the students were neutral followed by 30.2% of them agreed with the statement “I feel timid speaking English with other people”.

The statement “If beginning students are permitted to make errors in English, it will be difficult for them to speak correctly later on” which 49.1% agreed and 30.2% strongly agreed. The last statement in this part is “It is important to practice with cassettes or tapes” which 35.8% of the students were agreed followed by 24.5% strongly agreed and 24.5% of them disagreed.

Table 7						
<i>Motivation and expectations</i>						
No.	Statements	SD	D	N	A	SA
1.	People in my country feel that it is important to speak English	1.9%	13.2%	32.1%	32.1%	20.8%
2.	I would like to learn English so that I can get to know native speakers of English better	1.9%	4.75%	15.1%	39.6%	35.8%
3.	If I learn English	0%	13.2%	20.8%	28.3%	37.7%

	very well, I will have better opportunities for a good job					
4.	I want to learn to speak English well	3.8%	11.3%	9.4%	35.8%	39.6%
5.	I would like to have native-English speaking friends	0%	7.5%	30.2%	35.8%	26.4%

The first statement of this part is “People in my country feel that it is important to speak English” which 32.1 % of the students were agreed also 32.1% of them natural, followed by 20.8% states strongly agreed. Second, 39.6% of the students were agreed and 35.8% strongly agreed with the statement “I would like to learn English so that I can get to know native speakers of English better”.

The third one, much of the students were strongly agreed with the percentage 37.7%, followed by 28.3% agreed and 20.8% neutral with the statement “If I learn English very well, I will have better opportunities for a good job”. The fourth statement is “I want to learn to speak English well” with 39.6% of students were strongly agreed, and 35.8% of them agreed. The last statement was stated “I would like to have native-English speaking friends” with 35.8% of the students were agreed, 30.2% neutral and 26.4% strongly agreed.

2. Male And Female Beliefs Differences In EFL Learning

To answer the second question “Do male and female students have differences in their EFL learning beliefs?” answer frequencies were calculated by the SPSS package program with $p < 0.05$ indicated a difference between male and female.

Aspects	Group	N	M	Sig. (2-tailed)
English language aptitude	Male	24	3.40	.757
	Female	29	3.45	
Difficulty of language learning	Male	24	3.78	.872
	Female	29	3.58	
Nature of language learning	Male	24	3.45	.054
	Female	29	3.73	
Learning and communication strategies	Male	24	3.58	.400
	Female	29	3.75	
Motivation and expectation	Male	24	3.68	.175
	Female	29	3.99	

From the result, females and males have no difference with respect to four aspects of students' beliefs: English language aptitude, Difficulty of language learning, Learning and communication strategies, and Motivation and expectation. On the other hand, females and males have difference in aspect Nature of language learning with $0.054 < 0.05$. The following tables illustrate the difference in detail.

Table 9				
<i>Nature of language learning beliefs in term of gender</i>				
Statements	Group	N	M	Sig. (2-tailed)
It is necessary to know about English-speaking cultures in order to speak English	Male	24	3.67	.629
	Female	29	3.72	
It is best to learn English in an English speaking country	Male	24	3.17	.948
	Female	29	3.14	
The most important part of learning a foreign language is learning the vocabulary	Male	24	3.25	.009
	Female	29	3.86	
The most important part of learning a foreign language is Learning the grammar	Male	24	3.54	.645
	Female	29	3.69	
Learning a foreign language is different from learning other academic subjects	Male	24	3.42	.136
	Female	29	3.93	
The most important part of learning English is learning how to translate from my native language	Male	24	3.67	.180
	Female	29	4.03	

Concerning the above table, only one item that female and male have beliefs differences. It is in the statement “The most important part of learning a foreign language is learning the vocabulary” with sig. 2-tailed = 0.009 < 0.05. It means females have higher beliefs that vocabulary is the most important aspect in learning English, it was indicated with male mean = 3.25 is lower than female mean = 3.86. It seems that female students have better awareness of vocabulary in order to learn English.

B. Discussion

Regarding the first research question about students beliefs, it was found that students in the first aspect, English language aptitude, the highest beliefs is the statement “It is easier for children than adults to learn a foreign language” with 45.3%, followed by the statement “People from my country are good at learning foreign languages “ and “Women are better than men at learning foreign languages” with 39.6%, “I have a special ability for learning foreign languages” with 37.7%, “People who speak more than one language are very intelligent” with 35.8%, “It is easier for someone who already speaks a foreign language to learn another one” and “People who are good at mathematics or science are not good at learning foreign languages” with 34%, “Some people have a special ability to learn foreign languages” with 32.1%, and lowest beliefs in this part was the statement “English is a very easy language” with 30.2%.

In the second aspect, the difficulty of language learning, the highest beliefs was the statement “Some languages are easier to learn than others” “It is easier to speak than to understand a foreign language” and “It is easier to read and write English than to speak and understand it” with 39.6%, followed by the statement “Everyone can learn to speak a foreign language” with 35.8%, “I believe that I will learn to speak English very well” with 34%, and the lowest beliefs in the statement “One cannot learn English by studying one hour a day” with 30.2%.

The third aspect, the nature of language learning, the highest beliefs was the statement “It is necessary to know about English-speaking cultures to speak English” with 49.1%, followed by “The most important part of learning a foreign language is Learning the grammar” with 43.4%, “The most important part of learning English is learning how to translate from my native language” with 41.5%, “It is best to learn English in an English speaking country” with 39.6%, “The most important part of learning a foreign language is learning the vocabulary” with 35.8%, and the lowest beliefs in this part was statement “Learning a foreign language is different from learning other academic subjects” with 34%.

The fourth aspect, learning and communication strategies, the highest beliefs in this aspect was the statement “If beginning students are permitted to make errors in English, it will be difficult for them to speak correctly later on” with 49.1%, followed by “You shouldn’t speak anything in English until you can say it correctly” with 47.2%, “It is important to repeat and practice a lot” with 35.8%, “I feel timid speaking

English with other people”, “It’s OK to guess if you don’t know a word in English” and “I enjoy practicing English with the native speakers of English I meet” with 32.1%.

The last aspect, motivation and expectation, the highest beliefs were the statement “I would like to learn English so that I can get to know native speakers of English better” and “I want to learn to speak English well” with 39.6%, followed by the statement “If I learn English very well, I will have better opportunities for a good job” with 37.7%, “I would like to have native-English speaking friends” with 35.8%, and the lowest statement is “People in my country feel that it is important to speak English” with 32.1%.

Regarding the second research question related to gender, it was found that female and male students have difference only in the aspect nature of language learning. Conversely, females and males were not significantly different for English language aptitude (Sig.0.757), the difficulty of language learning (Sig. 0.872), learning and communication strategies (Sig. 0.400), and motivation and expectation (Sig. 0.175).

While in aspect Nature of language learning (Sig. 0.054), males and females have significantly different beliefs about vocabulary is the most important part of learning a foreign language. In this statement, females have a stronger belief with a rank mean of 3.86. On the other hand, males only have a rank mean of 3.25. It is indicated that more females agree with this statement.