

## CHAPTER IV

### FINDINGS AND DISCUSSION

#### A. Findings

There are two research question that have to be answered in this research. The first is about what are students' attitudes and motivations learning English at *Lembaga Kursus Kampung Inggris Transmigrasi (LKKIT)* Marabahan South Kalimantan. The second is about what is the impacts of students' attitudes and motivations in learning English at *Lembaga Kursus Kampung Inggris Transmigrasi (LKKIT)* Marabahan South Kalimantan.

In this section the researcher will describe the results of the data obtained by researcher while conducting research. Researcher conducted research h on tutor and students in *Lembaga Kursus Kampung Inggris Transmigrasi (LKKIT)* where teaching and learning English process in. The researcher has conducted research on May10<sup>th</sup> to July 10<sup>th</sup>, 2019.

##### 1. Students' attitudes and motivations in learning English at LKKIT

Based on the questionnaire result which was divided into three aspects, namely attitudes, intrinsic motivation, and extrinsic motivation. So the researcher obtained the following results:

a. Attitude Aspect

No.	Statements About Attitude	SA	A	D	SD
1.	I feel that learning English is important to me.	11 (44%)	5 (20%)	9 (36%)	0 (0%)
2.	Learning English is fun for me.	3 (12%)	8 (32%)	8 (32%)	6 (24%)
3.	I feel that the English material taught is easy for me.	0 (0%)	2 (8%)	11 (44%)	12 (48%)
4.	I like learning English in this course.	0 (0%)	16 (64%)	9 (36%)	0 (0%)
5.	I have never been sleepy when learning English.	0 (0%)	3 (12%)	15 (60%)	7 (28%)
6.	I would rather learn English than take time off and play during tutoring.	0 (0%)	14 (56%)	9 (36%)	2 (8%)
7.	English lessons are not boring for me.	0 (0%)	7 (28%)	14 (56%)	4 (16%)
	<b>TOTAL</b>	<b>14 (8%)</b>	<b>55 (32%)</b>	<b>75 (43%)</b>	<b>31 (17%)</b>

Note :

SA : Strongly Agree

A : Agree

D : Disagree

SD : Strongly Disagree

Based on the results of the table above, the results show that the majority of students answered with positive answers were fewer than students who answered with negative answers to statements 1-7 contained in the questionnaire of student attitudes aspects towards learning English. The results can be seen in the table above that from statements 1 to 7 only statement number 6 shows the highest percentage of the results agreed is 64% of students answered that they liked learning English in this course, while statements number 3, 5 and 7 showed the highest percentage students who say they disagree about English are easy and they also disagree that they have never been sleepy when learning English, and that means they are sleepy when learning English. They also answered that they disagree that learning English was not boring, which meant they were bored when learning English.

This is the same as the results obtained by researchers when conducting interviews with 15 students from 25 students who were included in the research subject. Based on the fourth interview question, "How do you feel about learning English in this course, is it fun". From 15 students interviewed, 7 from 15 students answered that they were happy when learning English, but 8 other students answered boring. According to students "C" that "sometimes it's fun but sometimes it's boring, which used to be very fun because a lot of friends come and take courses,

now it's not and now it's not as enthusiastic as it used to be" he said. Which means 8 students expressed their negative attitude and 7 other students expressed their positive attitude about their feelings when learning English. This is also supported by the results of the interviews of researchers with LKKIT tutors, from the first interview's question "What do you think about the enthusiasm of students' LKKIT here in taking English courses at LKKIT". So, the results obtained in accordance with the tutor "A" states that students at LKKIT are students who have high enthusiasm in learning English. Judging from the activeness of students while in class. "However, although sometimes some of them are confused about learning material in class," he said. According to the tutor "B" states that at the beginning of the establishment of LKKIT enthusiastic and the number of students is very large, but over the years the enthusiasm of students has declined, this can be seen from the number of students who declined in number. This data is also supported from the results of the fifth interview's question on students, "What are your goals in learning English". From this question, researcher got obtained data that from 15 students answered did not know why they studied English, 2 others answered only studying and 2 others answered because they wanted to be smart. According to student "D", he stated that for the time being he did not know the purpose of learning English now, but by learning English he felt proud, or that there was pride when he got something, for example knowing the vocabulary of animal names in English and others. According to the student "E" stated that he studied English because he only wanted to study and did not know what his purpose was. From the

explanation above, the researcher can conclude that students answer that learning English is not easy, boring and sleepy and also not fun for them.

Apart from attitudes, researchers also examined aspects of Intrinsic motivation, the results of which can be seen in the table below.

b. Intrinsic Motivation Aspect

No.	Statements About Intrinsic Motivation	SA	A	D	SD
1.	I am very excited in learning English	4 (16%)	13 (52%)	8 (32%)	0 (0%)
2.	Learning English for me is a pride for myself	6 (24%)	12 (48%)	6 (24%)	1 (4%)
3.	I feel that people who can speak English are cool and I want to be like that	19 (76%)	6 (24%)	0 (0%)	0 (0%)
4.	The desire to learn English and take courses here is my own will.	15 (60%)	6 (24%)	0 (0%)	4 (16%)
5.	I study English because someday I want to go abroad	2 (8%)	22 (88%)	1 (4%)	0 (0%)
6.	Learning English supports my ideals	5 (20%)	20 (80%)	0 (0%)	0 (0%)

	<b>TOTAL</b>	<b>51</b> <b>(34%)</b>	<b>79</b> <b>(53%)</b>	<b>15</b> <b>(10%)</b>	<b>5</b> <b>(3%)</b>
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Note :

SA : Strongly Agree

A : Agree

D : Disagree

SD : Strongly Disagree

In the table above, the results of the research show that most students state that they have a motivation that already exists within themselves, namely awareness of the importance of learning English. This result can be seen from statements number 3, 5 and 6 which show the results that the percentage of most agree and agree is at most 78%, 88% and 80% in the statement that students learn English because they want to go abroad and learn English because learning English supports ideals. When compared with the results they disagree, it is very much different.

Likewise, when the researchers interviewed 15 students, the researchers found that most students stated that they did indeed learn English of their own volition. Based on the third interview's question to the students, "Who ordered or advised you to take an English course at this course". The results obtained that 9 from 15 students answered that they wanted to learn English of their own volition because they realized that English was important for later when they continued their education to junior high school level and so on, and 2 from 15 students answered because it was suggested by people and eventually kept coming for the course, and 3 students others answered that they were really interested in English because they thought English-speaking people were cool. According to the student "M" states

that he learns English because he wants to be smart and can speak and read English writing because he also thinks that people who learn English are cool. According to the student "N" states that he is learning English because based on his own awareness there is the importance of English for now and the future, "I study English because I think learning English is important and I am learning here not to be instructed by parents, because I want to be alone "he said.

That means the results of the table above shows positive results that students have high intrinsic motivation towards learning English and students have motivation from within themselves to learn English. Students also think that people who can speak English are cool and they want to be like that. Students also agree that they learn English on the basis that English will support and help them reach their goals and will help them go abroad later.

Furthermore, researchers also conduct research on aspects of extrinsic motivation, the results are as follows.

### c. Extrinsic Motivation Aspects

No	Statements About Extrinsic Motivation	SA	A	D	SD
1.	Learning English will help me towards being profitable one day.	2 (8%)	18 (72%)	3 (12%)	2 (8%)
2.	I studied English in order to get a prize at school when studying English.	0 (0%)	2 (8%)	20 (80%)	3 (12%)

3.	I'm Studying English in this course because my parents told to me.	3 (12%)	3 (12%)	17 (68%)	2 (8%)
4.	I study English because I want to get a gift from my parents	0 (0%)	3 (12%)	22 (88%)	0 (0%)
5.	I study English here so that at school I have no trouble understanding English.	0 (0%)	7 (28%)	18 (72%)	0 (0%)
6.	I study English because I want to be appreciated and respected by others.	0 (0%)	2 (8%)	23 (92%)	0 (0%)
7.	I study English because I want to get good grades in school.	2 (8%)	13 (52%)	10 (40%)	0 (0%)
	<b>TOTAL</b>	<b>4 (2%)</b>	<b>45 (26%)</b>	<b>118 (67%)</b>	<b>8 (5%)</b>

Note :

SA : Strongly Agree

A : Agree

D : Disagree

SD : Strongly Disagree

From the table above, it can be seen that the highest percentage of statements 1-7 is in statement number 6 namely 92% of students who said they did not agree that they learned English because they wanted to be respected by others, and statement number 4 is about 88% of students stated that they do not agree that



they learn language because they want to get a gift from parents, and statement number 2 that 80% of students do not agree that they learn English in this course because they want to get some prizes or awards at school.

This shows that the percentage of learning English based on encouragement from external factors is very low. These results indicate that students are not extrinsically motivated. This is the same as the results obtained by researchers when conducting interviews with 15 students from 25 students who were the subjects in this study, 15 of whom said they were not extrinsically motivated. From the second interview's question to the students, "Do your parents support you to learn English? Or maybe even your parents ask you to follow it". Based on this question, 6 from 15 students answered that their parents supported them to learn English, and 9 other students said they did not know. According to student "Q" that his parents know that he is taking an English course at LKKIT but if he is absent or not going to attend this course his parents also do not force him to go there. This data shows that the role of parents does not provide extrinsic motivation. The data above is also supported by the results of the first interview question to students, "What motivates you to learn English, for example you want to go abroad or something else". And the results show that 8 from 15 students answered that they did not even think they wanted to go abroad, they took English lessons here because of the factor of following a friend, so when a close friend was not present, he was also absent. And 7 students others answered that they already feel less interested, because of various factors which they think have been reduced from year to year. According to the "R" students, she stated that they were very enthusiastic in taking the English course,

but now it seems they are less interested in attending the course because the number of students is decreasing, even as time goes by, other students disappear one by one and now 25 people are left.

The interview results also showed that, 8 from 15 students also mentioned that the lack of adequate facilities such as books, places, media for study, etc. also made them bored with learning English without playing games. In fact, most of them answered that they had difficulty understanding learning so that some of them stopped taking the course. But in this case researcher are not surprised if they find it difficult to learn English because in Elementary schools in their area do not provide English subjects because they live in rural areas far from modern words and technology.

This is also supported by the results of the researchers' interview with the LKKIT Tutor, the third interview's question, "If I may know, what media and facilities are in this LKKIT". According to Tutor "A" stated that the facilities at the institution are still very minimal, namely because there is no financial support from the surrounding government to help facilitate this free English course. While from the institution itself there is no income or own income and cash or donors to facilitate this LKKIT. According to the tutor "B" states that at LKKIT there are no facilities to be proud of, in fact they have lost many volunteers and lack of volunteers for now. Similar to the media used in teaching and learning, so far learning rarely uses media. Because of limited funds.

The problem of limited funds is also closely related to the environment, According to Tutor "A" states that the community supports the existence of free English lessons, but only in the form of moral support, not for support in the form of these funds does not yet exist. According to Tutor "B" states that the environment here is less supportive when it is said in general, the article establishing LKKIT is considered a failure. To fail here means to fail to develop. Not like in East Java, he said. This is based on the results based on the fourth interview's question to the LKKIT Tutor, "does the environment here support the existence of this LKKIT". From the results of the questionnaire and interview above, it can be concluded that, the more striking factor is economic factors within the institution, such as lack of facilities and inscriptions, lack of media use when studying and lack of available books. Besides the factors of students who are not accustomed to learning English, are supported by a less supportive environment and other external factors. So students still find it difficult to learn, they are also still surprised by learning English, because learning at LKKIT is their first impression of English, so most of them stop to take courses.

So, the results above show that students have low extrinsic motivation. Namely they feel that they are learning English because they do not push much encouragement or want to prize or high score whether it is from school or from parents.

b. The Impacts of Students Attitudes and Motivations in Learning English at LKKIT

This section discusses the Impacts of students' attitudes and motivations in learning English at *Lembaga Kursus Kampung Inggris Transmigrasi (LKKIT)*

Marabahan South Kalimantan. After getting the results of the data contained above, the results of data collection show that the results of the Questionnaire and interviews from Attitude aspects, Intrinsic motivation aspects and Extrinsic motivation aspects, the researcher describes in the discussion section below. From the results of the data it was found that the results of students' attitudes and motivations which can be concluded by researcher were low student attitudes influenced by students' extrinsic motivation students' aspects that was less supportive. And sufficient or the students' high intrinsic motivation aspects will also fade if not accompanied by giving or influenced by extrinsic motivation students. When these three things weaken, there will be a big Impact. Because of these internal and external factors and also influenced by aspects of their extrinsic motivation especially, such as lack of support, praise and desires to be achieved, about facilities and infrastructure and economic institutions in facilitating students.

## **B. Discussion**

After the data obtained in the process of extracting data, and has been described in the finding section above, the researcher has written and analyzed the data obtained in this researcher based on the above findings. In this discussion, researchers present the results of research from the results of questionnaires and interviews. Based on the findings and theories that researchers have written in Chapter II. Data analyzed were reported systematically based on problem statements about the students' attitudes and motivations in learning English at *Lembaga Kursus Kampung Inggris Transmigrasi (LKKIT)* as well

as the impact students' attitudes and motivations in learning English at LKKIT Marabahan South Kalimantan.

In this study, there are 2 research questions that researchers will discuss in this chapter. Based on the first research question, What Students' Attitudes and Motivations in learning English at *Lembaga Kursus Kampung Inggris Transmigrasi (LKKIT)* Marabahan South Kalimantan. Then it will be described based on the opinions of experts and the results of the finding as follows.

Attitude is a state of mental readiness and neutrality, organized through experience, giving a directive or dynamic influence on individual responses to all objects and situations that are related (Allport, 2014). This statement is similar to the findings of researchers when conducting questionnaires and interviews. Researchers found similarities in attitude changes in LKKIT students based on interviews that they were initially very enthusiastic about participating in learning English, then their enthusiasm declined and changed over time because it was influenced by various factors. From the explanation of finding and theory above, the researcher can conclude that LKKIT students now are students who have an attitude that considers learning English as a lesson that is not easy, boring, sleepy and not fun for them.

Learning a foreign language can be facilitated if students adjust a positive attitude towards the language, if the attitude is positive, language learning will be high; but if the attitude is negative, language learning will be low (Fatiha, Sliman, & Mustapha, 2014). Based on this statement, the researcher found the same results, that from the results of the questionnaire and interview showed that most students gave negative answers for learning

English. Namely students feel that learning English is not easy for them so they feel bored when sleepy lessons. From these results the researcher can conclude that LKKIT students are students who tend to have less positive attitudes towards learning English. So the English learning they received was also low in results as stated by Fatiha above.

Teachers must pay special attention to the attitudes that students bring to second language learning because teachers may have to reverse stereotypical or negative views of the target culture (Lubis, 2015). This opinion is closely related to the findings of researchers that LKKIT students are students who receive less attention from tutors and the surrounding environment, therefore LKKIT students' attitudes change towards learning English, from what used to be very enthusiastic (positive) to students who view language lessons English is a difficult and boring subject.

Learning a second language can be a source of enrichment or a source of hatred. If the speaker's only reason for learning a second language is due to external pressures, then internal motivation may be minimal and the general attitude towards learning might be negative (Ahmed, 2015). This opinion is the same as what researchers found that changes in student attitudes can be influenced by external pressures or factors and change students' attitudes to be negative. Based on the results of the questionnaire and interview, the researcher can conclude that this LKKIT student is less interested in learning English because it is influenced by a number of external factors namely, the lack of adequate facilities and supporting the course of teaching and learning in the place of this course. Plus learning materials that according to students are not easy, it makes them view learning English as a difficult learning.

The attitude is a pattern or behavior tendency or readiness of someone to be able to adapt or can be called an adaptation (La'Pierre, 2003). Based on this opinion, the researcher found the similarity of behavior expressed by LKKIT students, this result is illustrated from the results of the questionnaire and the results of student interviews for which most students answered that they sometimes have difficulty understanding English, it is related to them being adjusted to new languages they learn. Since their place is a transmigration village far from urban areas and there are no English lessons in their primary schools, the researchers concluded that the English they learned at LKKIT was the first English lesson they learned. Enthusiasm and expressions that express students' positive attitudes towards learning English only need time after LKKIT is officially opened, after which various obstacles come and change the attitude of these LKKIT students towards learning English. Can the researcher conclude that external factors also influence students' attitudes towards learning English. External factors such as the environment that is less supportive and inadequate facilities and infrastructure make LKKIT students become students who have an attitude who thinks that learning English is difficult, boring and not easy and not fun. The statement above is related to the research results.

Furthermore, researchers will describe the results of data from their motivation, here researchers divide motivation into two intrinsic motivations and extrinsic motivation. Because every student has both, the highs and lows of each motivation determine learning outcomes.

Motivation refers to internal impulses that encourage someone to do everything to achieve goals (Harmer, 2007). This opinion is the same as what researchers found in LKKIT students, that they learn English because they want goals to be achieved, such as

going abroad, achieving their goals and achieving their goals. Activities that are intrinsically motivated are activities without clear rewards except those activities alone (Ellis, 2006). From this opinion the researchers found the same fact that the majority of LKKIT students were students who stated that they learned English of their own accord, not because of others or because of praise or appreciation but because of awareness of the importance of English language lessons and because they wanted to leave go abroad and achieve goals.

LKKIT' students are students who have positive intrinsic motivation towards learning English. Why can researchers say this, according to Lucas said this intrinsic motivation is also driven by the desire to perform well and assume that English is indeed needed for his future, especially in finding work (2010). Based on this opinion, the researcher found a similarity that LKKIT students are students who consider learning English as learning that is very necessary for their future that is to achieve the ideals they want. These results can be obtained when researchers examine the data with questionnaires and interviews.

Based on Dörnyei, that intrinsic motivation also refers to engaging in an activity because the activity is fun to do (2016). Based on this opinion, the researcher found a similarity that most LKKIT students were students who stated that they liked learning English, learning English was considered as a fun activity and supporting their goals in the future. This data was obtained by researchers based on the results of the questionnaire and interview data that has been explained by researchers in the findings section above, that the table figures show the results of Positive answers.



Researcher can conclude that LKKIT students are students who are intrinsically motivated. That means students have high intrinsic motivation for learning English and students have motivation from within themselves to learn English. Students also think that people who can speak English are cool and they want to be like that. Students also agree that they learn English on the basis that English will support and help them reach their goals and will help them go abroad later.

However, behind the attitude and intrinsic motivation of LKKIT students, extrinsic motivation of students is also very important to know the results. As explained in chapter II, extrinsic motivation is very important to support students' intrinsic motivation. According to Azis, Extrinsic motivation can produce intrinsic motivation, so extrinsic motivation is very necessary in learning, the roles of both are highly interrelated and influence each other (2017). This opinion is what happened in this study, that LKKIT students lacked their extrinsic motivation, this was shown from the results of research data that had been done by researchers namely the distribution of questionnaires and interviews.

According to Paul Eggen & Kauchak, they said Students who are extrinsically motivated, work to receive prizes, such as passing or passing an exam or avoiding penalties such as failed grades (2013). This statement is far different from what researchers found in this study, that LKKIT students are students who have no reason to learn English because they want to get praise or appreciation. Only a small number of LKKIT students state that they learn English based on their desire to excel at school, and most others state that they learn English because they only want and don't know what to do. Based on the findings above, LKKIT students stated that they learn English not because they want to get praise or get good and high grades in school. It is means they have lower extrinsic motivation

than their intrinsic motivation. So that it affects their attitude towards learning English nowadays. Besides being influenced by rewards and to avoid punishment, extrinsic motivation also refers to the environment. Extrinsic motivation appears can also be influenced by the environment, as follows. According to Donald that Extrinsic motivation is perceived motivation from the perceptions of individuals who are influenced by the environment (external) arising from actions (2006). The above statement refers to the researcher's findings that in addition to the low extrinsic motivation factors of students, the causes of the declining number of students are also influenced by other external factors, namely the lack of inadequate facilities, facilities and infrastructure, lack of support from the government and surrounding communities and the lack of management of the Institute. Based on all this, the researcher states that LKKIT students are students who have low extrinsic motivation.

Based on the results of the attitudes and motivations above, the researcher will answer the second research question namely what are the Impacts of students attitudes and motivations in learning English at *Lembaga kursus Kampung Inggris Transmigrasi (LKKIT)* Marabahan, South Kalimantan.

Extrinsic motivation can produce intrinsic motivation, so extrinsic motivation is very necessary in learning, the roles of both are highly interrelated and influence each other (Azis, 2017). From this statement there is a similarity with what the researchers found that the high intrinsic motivation of students and the weak extrinsic motivation of LKKIT students influenced one another towards students' English learning, because it is influenced by low extrinsic motivation of students, then intrinsic motivation of students also cannot run well.

In Gardner's approach, the strength of motivation is usually estimated only from the attitude questionnaire and is considered a hidden psychometric trait (2007). This statement is related to what the researchers found in this study that the motivation of LKKIT students had to do with student attitudes. From the explanation above, the researcher concludes that between attitudes, intrinsic motivation and extrinsic motivation of students are related and influence each other. Internal and external factors that affect students' attitudes and motivations. Extrinsic motivation of students at LKKIT here is very large and very necessary, because without extrinsic motivation all the other motivations that exist will not function properly and can fade without the encouragement of extrinsic motivation. as Gardner also explained above that attitude measurement can also be able to see the results of student motivation, because motivation is considered a hidden psychomotor trait. In this case the extrinsic motivation of students and the things that influence it that researchers can conclude in this study are such as lack of support from the surrounding environment, praise and other encouragement from parents and the school environment, and the environment as well as about facilities and infrastructure and economic factors institutions in facilitating students.

Low student attitude is influenced by extrinsic motivation of students who are less supportive. And intrinsic motivation which is quite high will also fade if it is not accompanied by providing extrinsic motivation directly to students. When these three things weaken due to mutual influence, researchers can conclude and see the significant impact of attitudes and motivations that LKKIT students have that weak attitudes and motivations of students, have an impact on the occurrence of a decline and decrease the number of students learning English at LKKIT from time to time.

In the future, the researcher hopes that the course institution will pay more attention to the inhibiting factors of teaching and learning, facilities and learning media. As well as for the surrounding community so that it can contribute and support a great deal for this free course institution, so that migrant children who are far from the campuses are not left behind from big urban children. And for the government to respond to the good intentions of tutors and volunteers to establish free courses for children in this transmigration village.