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SUMBANGAN

FORM FOUR STUDENTS' ATTITUDES TOWARDS LEARNING ENGLISH: A SURVEY IN A SECONDARY SCHOOL

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DECLARATION

I hereby declare that the work in this project paper is my own except for the quotations and summaries which have been duly acknowledged and documented.

Date: 1st October 2010

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ABSTRACT

There are two purposes of this study. The first purpose is to discover the types of attitudes fostered by the form four students of a secondary school in Port Dickson, Negeri Sembilan towards learning English. The second purpose was to discover the existence of correlation between students' attitudes and their achievement in English. 164 form four students participated in this survey. A self-designed questionnaire was utilized to identify students' attitudes in learning English while their English achievement was based on their midyear examination results. The researcher personally administered the questionnaire to the respondents with the aid of form four English Language teachers in that school. The students' attitudes towards learning was divided into four attitudinal factors: (1) Form four students' overall attitudes towards learning English, (2) Form four students' attitudes towards learning English per say, (3) Form four students' attitudes towards their English teacher and (4) Form four students' attitudes towards the social implications of English. Students' attitude score from the questionnaire for each attitudinal factor was correlated with their midyear examination marks using the Pearson correlation method. The stepwise regression method was used to indicate which attitudinal factor has the most influence on students' achievement in English. The results of the study indicated: (1) most of the form four students displayed positive attitudes towards: (a) learning English, (b) learning English per say, (c) their English teacher and (d) the social implications of English, (2) there was only a weak positive correlation between students' English marks and: (a) students' overall attitudes towards learning English, (b) students' attitudes towards learning English per say, (c) students' attitudes towards their English teacher and (d) students' attitudes towards the social implications of English, (3) the stepwise regression method showed that students' attitudes towards learning English per say was the most influential factor of students' achievement in English.

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ABSTRAK

Kajian ini mengandungi 2 tujuan. Tujuan pertama kajian ini adalah untuk menyiasat sikap pelajar tingkatan empat sebuah sekolah menengah yang terletak di Port Dickson, Negeri Sembilan terhadap pembelajaran Bahasa Inggeris. Tujuan kedua kajian ini adalah untuk melihat kewujudan korelasi antara sikap pelajar dengan pencapaian mereka dalam Bahasa Inggeris. Seramai 164 pelajar tingkatan empat telah mengambil bahagian dalam tinjauan ini. Borang soal selidik yang direka sendiri oleh pengkaji telah digunakan untuk mengenalpasti sikap pelajar dalam mempelajari Bahasa Inggeris manakala pencapaian mereka dalam Bahasa Inggeris adalah berdasarkan kepada keputusan peperiksaan pertengahan tahun. Borang soal selidik telah diedarkan oleh pengkaji sendiri dengan dibantu oleh guru-guru Bahasa Inggeris tingkatan empat sekolah tersebut. Sikap pelajar terhadap pembelajaran Bahasa Inggeris telah dibahagikan kepada empat faktor sikap iaitu: (1) Sikap keseluruhan pelajar tingkatan empat terhadap pembelajaran Bahasa Inggeris, (2) Sikap pelajar tingkatan empat terhadap pembelajaran Bahasa Inggeris sahaja, (3) Sikap pelajar tingkatan empat terhadap guru Bahasa Inggeris mereka dan (4) Sikap pelajar tingkatan empat terhadap implikasi sosial Bahasa Inggeris. Skor sikap pelajar bagi setiap faktor sikap daripada borang soal selidik telah dikorelasi dengan markah Bahasa Inggeris peperiksaan pertengahan tahun dengan menggunakan keadah korelasi Pearson. Kaedah 'stepwise regression' telah digunakan untuk mengenalpasti faktor sikap yang paling mempengaruhi pencapaian pelajar dalam Bahasa Inggeris. Keputusan kajian ini menunjukkan: (1) majoriti pelajar tingkatan empat menunjukkan sikap positif terhadap: (a) mempelajari Bahasa Inggeris secara keseluruhan, (b) mempelajari Bahasa Inggeris sahaja, (c) guru Bahasa Inggeris mereka dan (d) implikasi sosial Bahasa Inggeris, (2) terdapat korelasi positif yang lemah antara markah Bahasa Inggeris pelajar dengan : (a) sikap keseluruhan pelajar terhadap pembelajaran Bahasa Inggeris, (b) sikap pelajar terhadap pembelajaran Bahasa Inggeris sahaja, (c)) sikap pelajar terhadap guru Bahasa Inggeris mereka dan (d) sikap pelajar terhadap implikasi sosial Bahasa Inggeris, (3) kaedah 'stepwise regression' menunjukkan bahawa sikap pelajar terhadap pembelajaran Bahasa Inggeris sahaja merupakan faktor yang paling mempengaruhi pencapaian mereka dalam Bahasa Inggeris.

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LIST OF ABBREVIATIONS

ATL	Attitudes towards Learning
ESL	English as a Second Language
TRA	Theory of Reasoned Action
CEA	The Council of the Education Achievement

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CHAPTER ONE

INTRODUCTION

1.1 Introduction

In the Malaysian English as Second Language (ESL) classrooms, ESL teachers have to face many obstacles while teaching their students. These students come from multiracial and multicultural backgrounds with different opinions towards the importance of learning English. Some examples of the obstacles faced by ESL teachers are using ICT to teach English, discipline problems among students, time constraint in carrying out proper pedagogical methods to teach and students' attitude towards learning this language. All these problems can hinder ESL teachers' performance to teach effectively and exacerbate students' achievement in English.

This research is conducted to study the attitudes showed by the Form Four students of a secondary school where I teach in Port Dickson, Negeri Sembilan towards learning English and whether there is any correlation between these attitudes and their performance in the English examinations. Through this research, I hope to help the other English teachers in my school to learn which of their students possess positive, negative or neutral attitudes in learning English and the possible impact of these attitudes towards their achievement in their English examination.

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1.2 Background of the Study

I have been teaching English for the past five years. I have observed different attitudes from students towards learning English. Some students enjoy learning English because they favor this subject while others like the way their English teacher teaches them. There are many students who are aware of the benefits of mastering English and therefore they are willing to learn this language whilst there are students who are not bothered about this international language at all. I have witnessed students who love learning English and they pass their English examinations with flying colors. There are students who claimed that English is not exactly their favorite subject but they still do well in the examinations. On the other hand, some weak students obstinately told me that learning English will not make a huge difference in their lives so they do not really care about mastering this subject. Last but not least, there are students who are eager to learn English but they do not fare well in the examinations due to their cognition abilities.

Why do students have different attitudes when it comes to learning English? There have been many studies carried out on attitudes among students and yet the researchers are still interested in studying students' attitude towards learning.

According to the Association for Educational Communications and Technology (2001), educators are still keen in studying attitudes among students because attitude is a very important component in learning although there is no concrete evidence between the correlation of students' attitudes towards learning and their achievement. Verma (2002) asserted that attitude and motivation are two psychological variables which support learning and attitude may have impact on learning. Brown (2003) mentioned that attitudes towards learning (ATL) have been shown to influence students' learning outcomes.

Adams & Ewing (1991) stated that inappropriate teaching methods carried out by teachers in teaching English provoked Puerto Rican students to establish negative attitudes

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towards learning English as a foreign language. Students who display negative attitude towards learning will not produce good results, (Verma, 2002). The main questions going through my mind are that why students foster different attitudes in learning English? What are the factors encouraging these attitudes? Could there be any correlation between these attitudes and students' performance in English? What roles can us as teachers play to overcome students' negative attitude towards English?

1.3 Need for the Study

Goh (1998) discovered that there is correlation between science achievement and students' attitude towards this subject whereas Eyu (1995) discovered through his research that there is no significant relationship between science achievement and science attitudes such as attitude towards science subject, attitude towards the subject teacher and attitude towards the social implications of science. Robinson (1995) carried out extensive study on the complex relationship between attitudes and achievement and she discovered that there is no correlation at all. Hence, the relationship between attitude and students' performance is rather ambiguous. However, I am keen on carrying out this study because I need to know the types of attitudes portrayed by my students and will these attitudes affect their performance in English language despite the fact that there is contradicting evidence between attitudes and achievement.

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1.4 Statement of the Problem

Through mere observations on my students, I could sense that some of my students favor English and some do not. My dilemma here is that I cannot simply conclude the types of attitudes fostered by my students towards learning English based on anecdotal feedback only. Next, I am unsure whether my students' attitudes towards learning English will affect their performance. Therefore, I hope to find solutions to these problems through this research.

1.5 Purpose of the Study

The main purpose of this research is to investigate the attitudes of form four students of a secondary school situated in Port Dickson, towards learning English. I would also like to see whether there is existence of correlation between these attitudes and students' learning outcomes in English.

1.6 Research Questions

The purpose of my study is aimed at answering the following questions:

a) Do my form four students have positive, neutral or negative attitude towards learning English in my school?

b) Is there any correlation between these attitudes among my form four students and their performance in English?

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1.7 Definition of Terms

Below are some definitions of substantial terms related to this research:

Attitude

According to Gerd Bohner and Michaela Wänke (2002), attitude can be defined as a summary evaluation of an object of thought. An attitude object can be a person discriminates or holds in mind. Attitude object may be concrete (e.g. car) or abstract (e.g. happiness). Attitude objects may also be innate things (e.g. sports car), person (e.g. Bill Clinton) or groups (pilgrims). There are three types of attitudes in general: positive, neutral and negative attitude.

Positive Attitude

According to the Association for Educational Communications and Technology (2001), positive attitude is defined as a tentative construct which represents a person's like towards an attitude object. Gitomer (2007:26) stated the definition of positive attitude as "*how you choose to dedicate yourself to the way you think, how you choose to dedicate yourself to being positive, and how you choose to dedicate yourself to reacting in a positive way*". He also insisted that the person's choice must be consistent.

Negative Attitude

According to the Association for Educational Communications and Technology (2001), negative attitude is defined as a tentative construct which represents a person's dislike towards an attitude object.

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Neutral Attitude

(Bohner & Wanke, 2002) defined neutral attitude as having neither positive nor negative attitude towards the attitude object. A person who has neutral attitude is usually nonchalant towards the attitude object.

Learning

Hornby (2001) defined learning as an action of gaining knowledge or skill by study, experience or being taught.

1.8 Significance of the Study

This research will provide benefits for ESL teachers and learners of this school. Through this research, I will learn whether these form four students possess positive, neutral or negative attitude towards learning English and is there any possible impact of these attitudes on students' performance. Other than that, I can help the ESL teachers in my school to realize the types of attitudes portrayed by their students in learning English and will their attitudes affect their achievement in English.

1.9 Summary

As mentioned earlier, this research is carried out to discover the attitudes of the form four students in a secondary school, Port Dickson in learning English and is there any correlation between these attitudes and students' performance in English. The literature review shall be discussed in the following chapter.

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CHAPTER TWO

REVIEW OF THE LITERATURE

2.1 Introduction

There are two purposes of this research. The first purpose is to discover the attitudes displayed by the form four students of a school where I teach in Port Dickson, Negeri Sembilan, towards learning English. The second purpose is to find out whether there is any correlation between these attitudes and students' achievement in their English examination. The first part of this chapter will be about the historical background of attitude followed by the theoretical framework. Next, the current literature about attitude will be discussed followed by summaries of the previous studies concerning students' attitude towards learning English. This chapter will end by showing the gaps and contradictions regarding attitude towards learning and the correlation between attitude and students' achievement.

2.2 Historical Background of Attitude

According to Shaiken (1985), the attitude concept received its first serious attention from Darwin in 1872. Darwin defined attitude as a motor concept, or the physical expression of an emotion. Early psychologists defined "attitude" as an emotion of thought

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with a behavioral (motoric) component. In the early 1930s, psychologists started to argue actively about what components should construct the attitude concept. Even though there was a general agreement that all attitudes contain evaluative components, many theorists had disagreement about whether beliefs (cognitions) and behaviors should be included as a part of the attitude concept.

The most extensive view among cognitive social psychologists was that "attitude" has both affective (emotion) and belief components. They also affirmed that attitudes and behavior should be consistent, for example: people with positive attitudes should behave positively toward the attitude object. The notion that attitude and behavior should be consistent opened many doors for attitude research until today.

2.3 Theoretical Framework Applicable to This Research

Once again, this research is carried out to study the attitudes of the form four students of a secondary school in Port Dickson towards learning English and the existence of correlation between students' attitudes and their achievement in English. Thus, I have chosen two theories which can applied to my research. The first theory is the Functionalist Theory by Danial Katz and the second theory known as Theory of Reasoned Action (TRA) by Martin Fishbein and Icek Ajzen. The first theory explains attitude formation and changes while the second theory is about predicting behavior and intentions from attitudes.

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2.3.1 The Functionalist Theory

William (2007) stated this theory as one of the many theories about attitude formation and change. According to this theory, attitudes in people are determined by the functions they serve. People hold on to certain attitudes because these attitudes help them to achieve their basic goals. In this theory, there are two types of psychological functions which I can use to explain the formation of attitudes among my students towards learning English:

a) Instrumental

Katz explained that people develop favorable attitudes or positive attitudes towards things that help or reward them. My students might have positive attitude towards learning English if they are aware of the great benefits of this international language. For instance, students develop positive attitude towards learning English because they think it will help them to secure better jobs in future. Some students like learning English because they have been praised or rewarded by their teachers each time they perform well during classroom activities and examination.

b) Value-Expressive

Katz mentioned that people will reinforce certain self-image in order to express certain basic values. Students who do not consider English as an important subject to be learnt may establish an image which helps them to portray this value. For example, they may not pay attention during English lessons, they might refuse to take part during class activities and not complete their homework.

Katz (cited in William, 2007) also provided explanation regarding changes in attitude in people. A person changes his attitude if they feel the attitude no longer serves

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its function and the person feels trapped of frustrated with his current attitude. Katz concluded his theory by stating that the major factor on why attitude change occurs among people is not heavily influenced by the individual's information or opinion about something. It usually depends on the individual's intrinsic and extrinsic motivation and personality needs.

This theory has mentioned that changing attitudes depends on individual's intrinsic and extrinsic motivation and personality needs. Therefore, this theory supports the significance for me to find out which of the form four students have neutral and negative attitude towards learning English. In doing so, I am able to study these students' social background to find out what made them display such attitudes towards learning English. These students need to be educated about the importance and benefits of learning English in order to motivate them to change their attitudes towards learning English. Teachers must play salient role in improving or changing their teaching methods according to students' cognitive level. Changing a person's attitude is never easy, so teachers must provide enough support and motivation for their students.

2.3.2 The Theory of Reasoned Action (TRA)

Fishbein and Ajzen (1977) explain that attitude towards an attitude object could be used to predict the intentions and behaviors towards the attitude object. According to this theory, when a person shows attitude which may be positive, neutral or negative towards the attitude object, if the behavior towards the attitude object was done willingly, then the intention to perform will correlate very highly with the behavior itself. Fishbein and Ajzen have done studies on the relationship between attitudes, intentions and behaviors in social psychology field. They have discovered correlation between these

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variables and the correlation coefficient value obtained was generally .55. This indicates the existence of a positive correlation between attitude, intention and behavior.

This theory actually supports the possibility of finding correlation between students' attitudes and achievement in English. This theory allows me to make logical predictions on students' achievement by studying their attitudes. For example, students with positive attitude towards learning English may do well in their examinations. These students portray intentions and behaviors such as:

a) Intend to work hard to achieve better grades in English
b) Enjoy learning English
c) Attentive during lessons
d) Keen on participating in English Language activities.
e) Completing assignments and doing a proper job on them.

These behaviors or intentions will definitely help students with positive attitude towards learning English to achieve better results. Students with negative attitudes towards learning English may display intentions or behaviors such as:

a) Not paying attention in class
b) Disrupts the teaching and learning process
c) No intention at all to achieve good grades in English
d) Thinks learning English as a waste of time because they have no use for it
e) Not completing assignments
f) Hatred towards English
g) Being rude to the English teacher

Therefore, there is a great possibility that student displaying such behaviors or intentions will not do well in English.

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2.4 Current Literature on Attitude

2.4.1 What is Attitude?

Here are some definitions of attitude. William (2007) defined attitude as an individual's like or dislike reaction towards an object. This reaction will be exhibited by the individual through his feelings, beliefs or behavior. The Association for Educational Communications and Technology (2001) stated that attitude is a tentative construct which represents a person's like or dislike towards an object. Attitudes come in different directions. Attitudes may be positive, negative, neutral or ambivalent views towards an attitude object. Attitude object varies too. It can be an individual, a subject taught in school, an event or a certain behavior.

According to Marshall (1998), attitudes are variously defined as an orientation towards a person, situation, institution or social process. Social psychologists and sociologists have invested a great deal of effort in the measurement of attitudes. Attitudes are studied both as a substitute for measuring behavior directly because sometimes attitudes are assumed to predict behavior. In attitude research, attitude questions usually invite people to agree or disagree, approve or disapprove, say Yes or No to something.

Miller (2005) explained attitudes are the way people think or behave in certain ways towards a situation, other people, places, animals, plants and things. Simmons & Maushak (cited in Miller, 2005) claimed that attitudes among people are predictable and may change. Eagly & Chaiken (cited in Miller, 2005) mentioned that certain attitudes can be innate. Bednar & Levie (cited in Miller, 2005) asserted that attitudes cannot be observed directly in people. To learn about the types of attitude in people, researchers

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should study the actions and behaviors which are the implications of the types of attitudes held by these individuals.

Finally, attitudes are a central part of human individuality (Bohner & Wanke, 2002). Some definitions in this book characterized attitude as enduring concepts, which are stored in memory and can be retrieved accordingly. This perspective was termed as "file drawer model" because it perceives attitudes as mental files which individual consult for the evaluation of the object in question. Other researchers mentioned in this book proposed the idea of attitude as temporary constructions in humans.

2.4.2 Components of Attitude

Zimbardo & Leippe (1991) stated that attitudes is the summary of four components; affective responses, cognitions, behaviors and behavioral intentions. The affective component contains a person's emotional or evaluation or liking response towards a situation, person or object. Affective responses display a person's attitude with sensations of pleasure, sorrow or other types of physical arousal. For instance, in attitude towards learning English, the affective component would be a student's liking towards learning English and his feelings of pleasure.

The cognitive component of attitude represents a person's factual knowledge of an object or a situation or a person or even the individual himself (attitude objects). In simpler words, the cognitive component refers to how much knowledge a person knows about attitude objects. For example, how much knowledge does student A have about the benefits of learning English grammar. The behavioral component of an attitude is about a person's behavior displayed upon a situation, object or a person. For example, student A displays a polite attitude towards his English teacher because he regards his teacher as a

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highly knowledgeable person in English. The behavioral intention of attitudes involves an individual's plans to behave in certain ways although some of these plans may not be executed. For example, a student who fears of speaking English in public may come up with certain plans to overcome his fear.

Last but not least, the four components aggregate to form the attitude system. These components interrelate with each other and each component is unable to exist on their own.

2.4.3 Types of Attitude

(Bohner & Wanke, 2002) claimed that there are three types of attitudes; positive attitude, negative attitude and neutral attitude. When a person shows positive attitude towards an attitude object, the person tends to be receptive and favors the attitude object. For example, students who display positive attitude towards chemistry will take extra effort in doing their assignments, pay more attention during lessons and enjoy learning the subject. If a person shows negative attitude, he will set up barriers and filters towards the attitude object. The individual also may reject, ignore, minimize and criticize the attitude object destructively. For example, a student who has negative attitude towards learning English may sleep throughout the lesson. When it comes to neutral attitude, the person usually displays neither positive nor negative attitude regarding the attitude object. The person is usually unconcerned and tends to be aloof when it comes to certain attitude objects.

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2.4.4 Problems on Measuring Attitudes

Bohner & Wänke (2002) mentioned that attitudes in people are not directly observable. There are two methods which can be used to determine a person's attitude towards an attitude object. The first method is known as the direct questions method. In this method, if a researcher wants to find out a person's attitude towards an attitude object, all he has to do is ask questions. The other method is called indirect measures. In this method, the person is unaware that his attitude is being assessed. Indirect measures are usually designed to reveal attitudes that people are not aware of.

In measuring attitude whether directly or indirectly, the instrument used must have reliability and validity (Bohner & Wänke, 2002). When the instrument has reliability, it measures consistently whatever it measures and if the instrument measures the attitude that it is designed to measure, we can conclude that the instrument has validity. Generally, attitude measurement is poorly done (The Association for Educational Communications and Technology, 2001). There are three main problems faced by researchers when it comes to measuring attitude:

a) Researchers usually do not clearly define their attitude problem.
b) They do not specify the attitude constructs that they wish to measure.
c) They generally use single items to determine a person's attitude towards an attitude object. For example, an item asking whether do students like learning English, if they students answered no, the researchers will conclude the these students have negative attitude towards learning English.

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2.4.5 Other Major Problems in Assessing Attitudes

Assessing attitudes can be a major problem because a person's behavior is not necessarily congruent with his actual attitude due to the social pressure of a situation, (Robinson, 2005). For example, a student who dislikes English may force himself to say that he likes it if he is asked for his opinion by his strict English teacher. Secondly, attitude assessment is complicated because attitude scores based on questionnaires may be qualitatively different but quantitatively the same. For instance, two students scored the same marks but they have marked their answers differently in the questionnaire. Therefore, although they have obtained the same score but it does not mean that they have the exact attitude towards the attitude object such as English.

Thirdly, when it comes to assessing attitudes by interpreting students' expressed opinions or behavior, students may have different responses although they have the same attitude towards the same attitude object. For example, three students who hate learning English may respond differently. Student A may refuse to pay attention while the teacher is teaching. Student B may react by not completing his English assignments. Student C forces himself to do well in English because he wants to maintain his grades although he dislikes learning English. The same thing goes for the relationship between attitudes and beliefs. Students can hold different beliefs towards English although they display the same attitude towards the subject.

Therefore, an attitude towards an object could be manifested by different beliefs and responses. That is why it is difficult to identify an individual's real attitude merely through his expressed opinions, responses and beliefs. Thurstone (cited in Robinson, 2005) asserted that researchers cannot simply predict a person's behavior by just looking at his attitude.

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2.4.6 Research on Relationship between Attitude and Achievement

Bohner & Wänke (2002) stated that attitudes are probably the most distinctive and indispensable concept in contemporary social psychology. Despite some fluctuations in popularity, attitude research has continuously featured prominently in social psychology throughout the decade. Many researchers are intrigued to study attitudes because attitudes influence: behavior, information processing towards an attitude object, social encounters and attitudes also form part of a person's self-concept. Researches regarding attitudes should be done to determine how far a person's attitude can influence his behavior towards an entity. Another significance of studying attitudes is to determine how we process information regarding an attitude object and learn the many different processes that contribute to the formation and change of attitude. Lastly, it is also important for us to discover whether a person's attitude towards an attitude object may influence his behavior towards other attitude objects.

According to Zimbardo & Leippe (1991), the chief reason why researchers are keen to study students' attitude towards learning is because past researches have shown that attitudes may have impact on learning because attitude is one component in learning and it may aid or disrupt learning among students. However, there is still no convincing link between attitude towards learning and students' achievement (The Association for Educational Communications and Technology, 2001). Miller (2005) explained that teachers should consider these two elements in the learning outcomes when planning lessons:

a) The cognitive goals of the learning outcomes.

b) The impact of the learning outcomes to the attitudes of the learners.

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Researchers such as the Council of the Education Achievement (IEA) is still keen on studying students' attitudes and its relationship to achievement because they believe that students' attitudes towards a particular subject is nearly as important as the cognitive learning. If the students foster a dislike towards learning the subject, it may inhibit the future learning process among them. Jonson (cited in Robinson, 2005) claimed that learning also involves emotional vectors such as attitude. He believes that attitude stimulates learning and retention processes.

Thorndike (cited in Robinson, 2005) considered attitude to be an influential factor in learning. He stated that attitudes actually have the power to evoke a certain behavior which a person is unaware of or it may cause a long term change of an individual's behavior. This is because attitudes are able to predispose a person's reaction towards the attitude object

2.4.7 Attitude and Achievement

Many empirical studies have been carried out to study the relationship between attitudes and achievement, (Robinson, 2005). The results obtained from these studies were not consistent. Although some researches manage to discover correlation between attitude and achievement, the correlation value for these factors was low. Jackson (cited in Robinson, 2005) carried out 6 studies regarding attitude and achievement and he concluded that there is no significant relationship between these two factors. Neale (cited in Robinson, 2005) who examined the correlation between attitudes and achievements in mathematics concluded that students' positive or negative attitude towards mathematics showed only a small of influence of how students learned mathematics. Broome and Fedon (cited in Robinson, 2005) both investigated the relationship between attitude and

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achievements discovered that students portray positive attitude towards learning a particular subjects may have high or low achievements and vice versa. The learning outcomes should be able to promote students' positive attitude towards the lesson being taught. I am sure that all teachers would agree that achievement is the salient objective of learning outcomes, therefore Simonson (cited in The Association for Educational Communications and Technology, 2001) stated that teachers should influence students that having positive attitude towards learning can help them to study and perform better in that particular subject.

2.4.8 Attitude as Multivariant Construct.

Neale (cited in Robinson, 2005) proposed that attitude is a construct which has many factors. Each attitudinal factor works independently and may have a dissimilar relationship to achievement. The Council of the Education Achievement (CEA) found 3 different attitudinal factors in attitude towards learning mathematics:

a) Attitude towards mathematics as a process.

b) Attitude towards the place of mathematics in society.

c) Attitude about the difficulty in learning mathematics.

The results of each attitude were tabulated differently and each factor had a different correlation with achievement in mathematics.

Jackson (cited in Robinson, 2005) claimed that researches regarding attitudes and achievement often produce inconsistent results. Researches were unable to attain high correlation between attitudes and achievement. He explained that there are 2 important factors which affect the results regarding the researches carried out to study the correlation between attitudes and achievements:

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a) All aspects of attitudes have not been recognized yet by the researches.

b) There are some weaknesses in the instruments used to measured attitudes.

Fishbein (cited in Robinson, 2005) mentioned the lack of observed relationship between attitude and achievement is not wholly the results of poor attitude assessment method but it is probably because the relationship between attitudes and achievements does not exist.

Last but not least, Robinson (2005) asserted that researches must not be quick nor too certain in making assessments of attitude from students' or overt behavior or expressed opinions. It is also wrong for them to expect pupils who expressed certain behavior of beliefs would have a particular behavior towards the attitude object. She emphasized that attitudes held by students are only predisposition to react in a specific way and in may be indifferent from the response that actually occurs. She concluded the study by saying that results must be interpreted cautiously when attitudes are measured. Researches must really understand attitudes and the intricate ways in which they are related to believes, intentions and actual behaviors. Although there are many arguments that the direct relationship between attitudes and achievement is ambiguous, there is no doubt that having positive attitude towards learning a subject will make students to work harder for it and obtain better results.

2.4.9 Why Do Students Have Negative Attitude towards Language Learning?

Shaw and Wright (1976) listed out several factors which cause students to develop negative attitude towards language learning.

a) Unwillingness to learn

As teachers, we face many students with different social background and distinct characters. There are students who are just not into learning despite whatever teaching

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methods we impose on them. To some of these students, coming to school is merely for time passing

b) Unrealistic aims

Before a teacher begins her teaching regime for any class, she should find out the cognitive levels of her students. Whatever aims the teacher has set to achieve out of her students must be parallel to their learning abilities. If the teacher sets unrealistic aims upon her students, the students especially the weaker ones might get discouraged and eventually develop a dislike towards learning English because they find it difficult.

c) Off-set teaching

This is another problem concerning a teacher's teaching credibility. The students are supposed to learn language from that teacher but the teacher is actually teaching something else besides language to the students.

d) Physical and organizational impediments

Students tend to develop negative attitude in language learning when the language teacher is always absent from school. Some classrooms can be very noisy and difficult to control. This distracts the other willing learners to learn efficiently. Sometimes, the language teacher uses the same teaching material and method over and over again. Students might end up feeling bored and start disliking learning the language.

e) Insufficient time for learning and teaching

This can be a real problem for both teachers and students. Usually forty minutes is allocated for a single teaching period. Within that period, the teacher has to teach, manage the discipline of her students and ensure her students are able to comprehend the lesson and the exercises given. When students do not obtain enough attention from their teachers, they may get frustrated and begin disliking their teacher and perhaps the subject as well.

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f) Teachers inadequately prepared for lessons

Generally, students depend mostly on their teacher for knowledge and any other relevant information. Students will be very disappointed if they discover their teachers are unable to provide quality knowledge to them. This typically happens when the teachers are inadequately prepared for lessons. This will lead to students' dissatisfaction towards the teaching and learning process in school and they might hate learning the language in school.

2.4.10 How to Foster Positive Attitude towards Language Learning among Students?

Shaw and Wright (1976) came up with these factors which cultivate the formation of positive attitude in language learning among students. Students who display positive attitude towards language learning are usually willing to learn the language. These students have high expectations from the language teachers. They generally feel satisfied learning the language because they are able to witness the relevance of studying the language.

Shaw and Wright (1976) insist that language teachers play crucial role in fostering positive attitudes among their students. Firstly, the language teachers must have high level of professional competency. A language teacher must know how to deliver her lesson efficiently to her students who come with different cognitive abilities. Next, whatever aims which have been set by the teacher on her students must be reasonable and acceptable by both teachers and students. Furthermore, language teachers must be well versed in the syllabus and it has to be compatible with the students' learning abilities.

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Teachers must utilize appropriate teaching methods to teach their students. It is also very important for teachers to establish a good rapport with their students. Teachers should enjoy teaching and cherish their students. At the same time, teachers must find ways to provide sufficient guidance to them as well. The classrooms must be conducive for teaching and learning process. Teachers must have good class control and have adequate teaching materials. Students also need to be educated about the importance and benefits of the language being studied. It will be a huge favor for the students if the target language has a good standing in the community.

2.5 Past Researches on Attitudes towards Learning

Verma (2002) studied the attitude of learners towards language learning in a second language environment. The research was carried out in Uttar Pradesh, India. She concluded that most respondents portrayed positive attitude towards learning English because they are aware of the usefulness of this language for their future. Sunnarborg (2002) explored the attitudes students have about learning a second language and the theory of attitude change in Paris, France. He found that positive attitude towards speakers of another language and realistic beliefs about learning a second language increased the learners' motivation and improved the quality of second language instruction. Adams & Ewing (1971) conducted a survey about students' attitudes towards English as a second language in Puerto Rico. They revealed that most respondents develop positive attitudes towards learning English. Unfortunately, some students fostered negative attitudes towards the language due to poor teaching methods by the teachers.

Choy (2002) carried out a survey to ascertain the changes in students' perception of and attitudes towards learning English in a Malaysian college. These college

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students studied in a Malay medium school and the medium of instruction in this college is English. The findings revealed that there was a difference in students' perception of and attitudes towards learning English in a secondary school and college. Students' attitudes seemed more positive in college and they perceived the environment was more conducive for learning English. Mazlina (2001) studied students' attitudes and their performance in English as a second language. The research was conducted in a secondary school situated in Larut Matang district, Perak. Her research findings failed to prove beyond a reasonable doubt that there was a link between achievement and attitude among ESL students in that particular district.

Subramaniam (1976) conducted a survey in Selangor among Malay-medium students and found out that the students attitudes in learning English were favorable and those with positive attitude performed better in the language. This study was conducted among 240 form five students and he concluded that there was a definite correlation between students' attitude and their achievement. Eyu (1995) conducted a research on science-related attitudes and science achievement on form three students in two fully residential science schools in Kelantan. He discovered that there was no significant correlation between science achievement and science attitudes.

Goh (1998) studied the science-related attitudes and achievement of 346 form one students in fourteen secondary schools in the Kubang Pasu district in Kedah. He concluded that there was positive and significant correlation between science-related attitudes and achievement among the respondents. The correlation between science achievement and the social implications of science was the highest. (Azizi et al.,2006) conducted a research to determine the attitude of PIMSP students in a teacher training institute (IPBA) towards English. The respondents were comprised of 35 B. Ed. (TESL)

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undergraduates. The results of the study showed that the respondents had positive attitude about the English language and the culture of English speaking people.

The studies cited above are related to my research. All the researchers were interested in studying the types of attitude portrayed by students towards learning. The studies cited showed that students do foster different attitudes towards learning. This supports the intention of my first research question to discover the types of attitude shown by the form four students of a secondary school in Port Dickson, towards learning English. Some of the researches mentioned above studied the possible impact of students' attitudes towards learning on their achievement. Unfortunately, no concrete link was found between students' attitudes and their achievement. That is why; I am interested to discover the existence of correlation between attitudes and achievement for my second research question in order to contribute better findings for the relationship between attitude and achievement.

2.6 Summary

This chapter has discussed the literature and past researches pertaining to the area in which this research is being carried out. However, there are some contradictions in the literature pertaining to this research. The Association for Educational Communications and Technology (2001) mentioned that attitudes may be positive, negative, neutral or ambivalent. This fact contradicted with Bohner & Wanke (2002) statement. Both writers claimed that there are three types of attitudes; positive attitude, negative attitude and neutral attitude.

From my reading, ambivalent attitude means a person has both negative attitude and positive attitude towards an attitude object. No further explanation had been

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given regarding this attitude and how on earth can people like and dislike something at a time. Regarding the past researches carried out regarding attitude towards learning English and students' achievement, Mazlina (2001) and Subramaniam (1976) did not explain how their research findings correlated with students' achievement in English.

Anyway, from this chapter, I have become more aware that many researchers have been carried out regarding attitude towards learning and its influence on students' achievement. Zimbardo and Leippe (1991) agreed that attitude may influence students' achievement but there is no concrete evidence that attitude can help or disrupt students' performance in the examination. I agree with the statement by Bohner & Wanke (2002) that researches regarding attitudes should be done to determine how far a person's attitude can influence his behavior towards an entity. That is the main reason why I would like to continue my research because I am intrigued to know the extent of influence of my students' positive attitude or negative attitude towards learning English and the impact on their achievement. How this research is going to be carried out will be discussed in the following chapter.

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CHAPTER THREE

METHODOLOGY

3.1 Introduction

This research is conducted to find out whether the form four students of a secondary school in Port Dickson have positive, neutral or negative attitude towards learning English. This study also desires to find out whether there is any correlation between these attitudes and students' performance in English. This chapter will discuss the research design, participants, instrumentation, data collection procedures, data analysis procedures, limitations of the study and summary.

3.2 Research Design

This research will be carried out using cross-sectional survey method. According to Trochim (2006), survey is defined as area of research which encompasses any measurement procedures that involve asking questions of respondents. Survey method is best used to collect data on phenomena that cannot be directly observed such as attitudes and opinions towards something. That is why survey method is chosen to carry out this

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research. In cross-sectional survey, data is gathered on a population at a single point in time.

3.3 Participants

The population of this research comprises of only form four students of a secondary school in Port Dickson. There are 164 form four students in this school. All 164 students will be chosen as the sample because the number of students is small and manageable. I hope the findings of this research will benefit all ESL teachers and students of this school.

3.4 Instrumentation

A survey questionnaire will be used to collect data for this research. The survey questionnaire is self-designed. This questionnaire has two parts, section A and B. In section A, students are required to state their personal information, their parents level of education and the type of language(s) spoken at home by the students with their family members. In section B, there are 70 items divided into three parts. The three parts are:

a) Attitude towards learning English per say.

b) Attitude towards your English teacher.

c) Attitude towards the social implications on English.

Participants will indicate their level of agreement to each item in the instrument based on a 5 point Likert scale, '1' indicating very strong disagreement and '5' indicating vey strong agreement. Responses for all 70 items will be used to determine the type of attitude possessed by each respondent towards learning English. In order to

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measure the overall attitude, the rating for all the items for each part will be summed up. To measure the attitude for each part, the rating for all items in each part will be totaled separately. Through this method, I can assess whether the form four students have positive attitude, negative attitude or neutral attitude towards:

a) Learning English (Overall attitude).
b) Learning English per say (Attitude_1).
c) Your English teacher (Attitude_2).
d) The social implications of English (Attitude_3).

In order to determine the presence of correlation between:

a) Students' overall attitude towards learning English and achievement.
b) Students' attitude towards learning English per say and achievement.
c) Students' attitude towards their English teacher and achievement.
d) Students' attitude towards the social implications of English and achievement.

The total score for each part mentioned above will be correlated with their mid-year English examination marks using Pearson correlation. The correlation for each part will be accompanied with scatter plot graph. Last but not least, the stepwise regression method will be used to predict which attitude (overall attitude / Attitude_1 / Attitude_2 /Attitude_3) has the most influence on students' achievement in English.

3.5 Data Collection Procedures

Data will be collected via questionnaire. Since I am teaching in this school, I will personally distribute the questionnaires to the sample with the aid of the English teachers who are teaching the form four students. Before distributing the questionnaires to

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the respondents, I need to seek permission from my principal and the form four English teachers to carry out this survey on my students. The students will answer the questionnaire in their respective classrooms within a single period which is sixty minutes. My colleague who teaches English for that particular class and I will supervise the students while they answer the questionnaire.

The questionnaire is in bilingual format because ninety-nine percent of my students are Malay. There are 5 form four classes, thus I will utilize one day for each class. Any absentees among the students in the sample will be asked to fill in the questionnaire on other days when he is present within the same week. The questionnaires will be collected immediately from the students after they have completed it on the same day. My colleagues and I will check every questionnaire to ensure all students have answered it completely. This whole process is estimated to take up about five days to complete.

3.6 Data Analyses Procedures

The data collected will be analyzed by using descriptive statistics via SPSS software system. The data collected from part one to part three in section B will be used to determine whether the participants display positive, neutral or negative attitude towards learning English. In the questionnaire, Likert scales "1" and "2" indicates negative attitude, Likert scales "3" shows neutral attitude whereas Likert scales "4" and "5" represents positive attitude.

There are seventy items from part one to part three. The rating for all the items for these parts will be summed up to determine each respondent's overall attitude towards learning English. I have determined a specific score range to represent each attitude measured in this survey:

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a) Score ranging from **1 to 140** indicates negative attitude.

b) Score ranging from **141 to 210** indicates neutral attitude.

c) Score ranging from **211 to 350** indicates positive attitude.

To determine students' attitude towards learning English per say, the rating for the items in part one will be totaled. A specific score range is determined to represent each attitude for this part;

a) Score ranging **1-62** shows negative attitude.

b) Score ranging **63-93** shows neutral attitude.

c) Score ranging **94-155** shows positive attitude.

To determine students' attitude towards their English teacher, the rating for the items in part two will be summed up. A specific score range is determined to represent each attitude for this part;

a) Score ranging **1-32** displays negative attitude.

b) Score ranging **33-48** displays neutral attitude.

c) Score ranging **49-80** displays positive attitude.

To determine students' attitude towards the social implications of English, the rating for the items in part three will be summed up. A specific score range is determined to represent each attitude for this part;

a) Score ranging **1-46** shows negative attitude.

b) Score ranging **47-69** shows neutral attitude.

c) Score ranging **70-115** shows positive attitude.

So as to determine the existence of correlation between students' attitude (overall attitude, Attitude_1, Attitude_2 and Attitude_3) and their achievement, the total score obtained for each attitude from the questionnaire will be correlated with the students' midyear English examination marks using Pearson Correlation method. Scatter plot graph

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will be shown for the correlation between each attitude and achievement. The stepwise regression method will be used to determine which attitude has the most influence on students' achievement in English. The data obtained will be shown by using tables, bar graphs and scatter plots with the numbers representing every finding.

3.7 Limitations of the Study

This study is limited to only the form four ESL students of a secondary school in Port Dickson. This study focuses only on students' attitudes towards learning English. The instrument design of this research did not include any interviews with the participants because all 164 form four students have been chosen as the sample to ensure representativeness. This enables me to generalize the findings of my study towards the form four students more efficiently. Thus, it is very time consuming for me if I have to interview all the respondents in my sample. Other than that, I feel it is complicated to assess my students' attitude via this method. Furthermore, in order to determine the existence of correlation between students' attitude and their achievement, I need to have scores to correlate with the students' midyear examination marks.

3.8 Summary

Through this methodology, I would like to find out the types of attitude fostered by these form four students towards learning English. Finally, I want to discover any correlation between these attitudes and students performance in their English examinations. This chapter has discussed the research design, participants, instrumentation, data collection procedures, data analyses procedures and the limitations

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of my study. The following chapter that is chapter four will present the findings of my research in detail.

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CHAPTER FOUR

RESEARCH FINDINGS

4.1 Introduction

The purpose of this study is to discover whether the form four students of a secondary school in Port Dickson foster positive, neutral or negative attitude towards learning English and whether there is any correlation between students' attitudes and their achievement in English examinations. This chapter will present the results obtained in narrative, tabular and graphic form.

4.2 Participants

There are 164 form four students in this school segregated into five classes; Newton, Einstein, Technology, Prinsip Akaun and Vokasional. Both 4 Newton and 4 Einstein are Science stream classes whereas the other three classes are Arts stream classes. All these students had been chosen as the sample and every one of them had answered the questionnaire completely. Table 4.1 shows the number of students in each class.

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Table 4.1
The Number of Students in Each Class

Class	Number of Students
4 Newton	24
4 Einstein	31
4 Technology (Techno)	41
4 Prinsip Akaun (PA)	36
4 Vokasional (Vok)	32

4.3 Results Obtained for Research Question 1

My first research question intends to find out whether these form four students have positive, neutral or negative attitude towards learning English. The results obtained will be divided into 2 sections:

a) Form four students overall attitudes towards learning English.

b) Form four students' attitudes towards learning English per say, towards their English teacher and towards the social implications of English.

4.3.1 Form Four Students Overall Attitudes towards Learning English

As I have mentioned earlier in chapter three, a specific score range had been determined to measure students' overall attitudes towards learning English in this survey:

a) Score ranging from **1 to 140** indicates negative attitude.

b) Score ranging from **141 to 210** indicates neutral attitude.

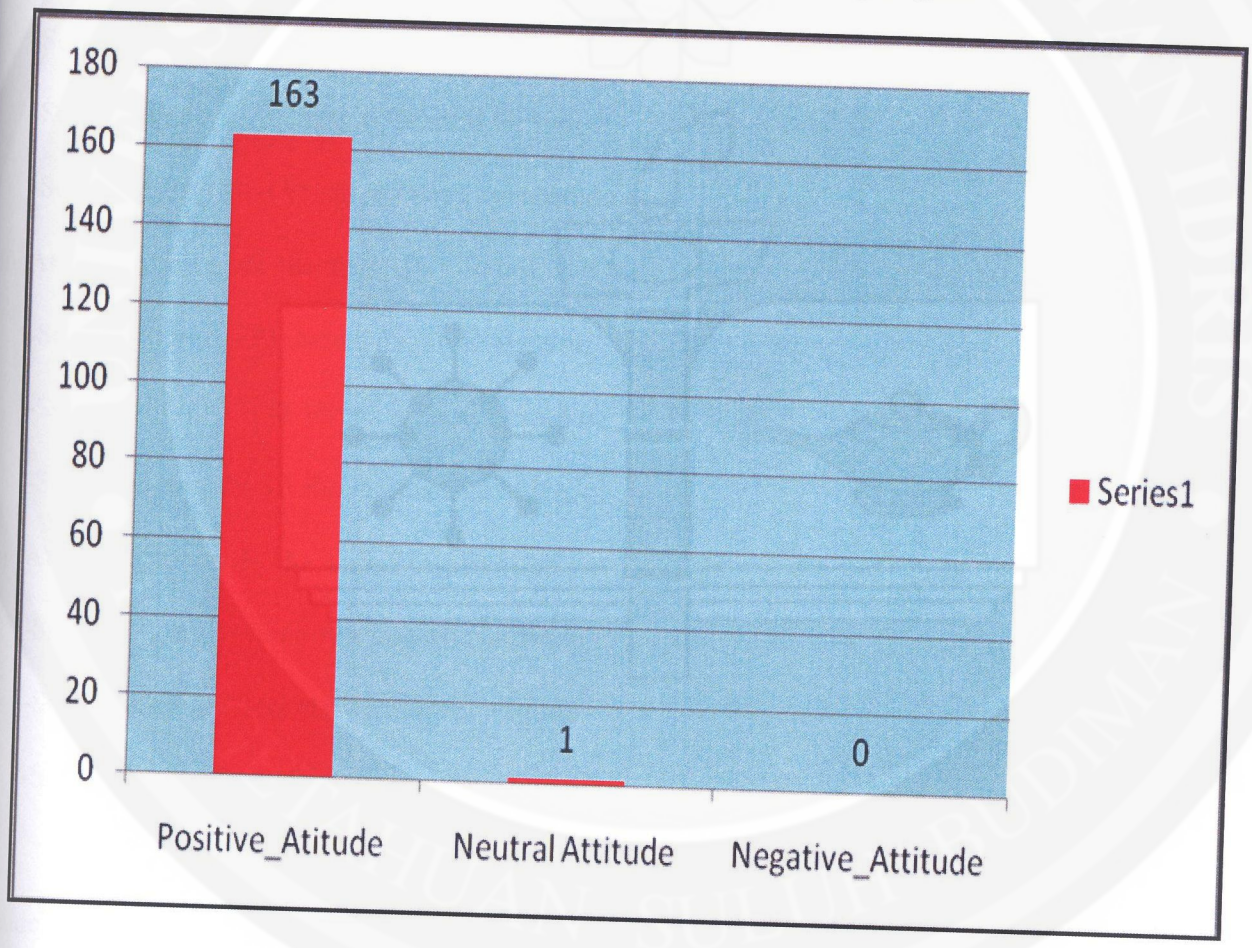
c) Score ranging from **211 to 350** indicates positive attitude.

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Table 1 displays the number of students, their overall attitude scores and the types of attitude displayed by them in learning English. Figure 4.1 shows the number of students and the types of attitudes displayed by them. From the table and the figure shown, 163 form four students have positive attitude and one student from 4 Prinsip Akaun displayed neutral attitude towards learning English. None of the students displayed negative attitude in learning English based on their attitude scores.

Figure 4.1
Students' Overall Attitudes towards Learning English



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4.3.2 Form Four Students' Attitudes towards Learning English per Say, towards Their English Teacher and towards the Social Implications of English.

In this section, I would like to present the results for the types of attitudes shown by the form four students towards learning English per say, towards their English teacher and towards the social implication of English. From the questionnaire, I have determined the score range as shown as below:

a) **Attitudes towards learning English per say.**

-Score ranging 1-62 shows negative attitude

-Score ranging 63-93 shows neutral attitude

-Score ranging 94-155 shows positive attitude

b) **Attitudes towards the English teacher.**

-Score ranging 1-32 shows negative attitude

-Score ranging 33-48 shows neutral attitude

-Score ranging 49-80 shows positive attitude

c) **Attitudes towards the social implications of English.**

-Score ranging 1-46 shows negative attitude

-Score ranging 47-69 shows neutral attitude

-Score ranging 70-115 shows positive attitude

Table 2 shows the number of students with their scores for attitude_1, attitude_2 and attitude_3 with the types of attitudes displayed for each attitude. Attitude_1 represents attitudes towards learning English per say, attitude_2 represents attitudes towards the English teacher and attitude_3 represents attitude towards the social implications of English. Figure 4.2 shows the number of students and the attitudes displayed by them towards

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learning English per say. 145 students have positive attitude, 18 students displayed neutral attitude and only 1 student showed negative attitude in learning English.

Figure 4.2
Students' Attitudes towards Learning English per Say

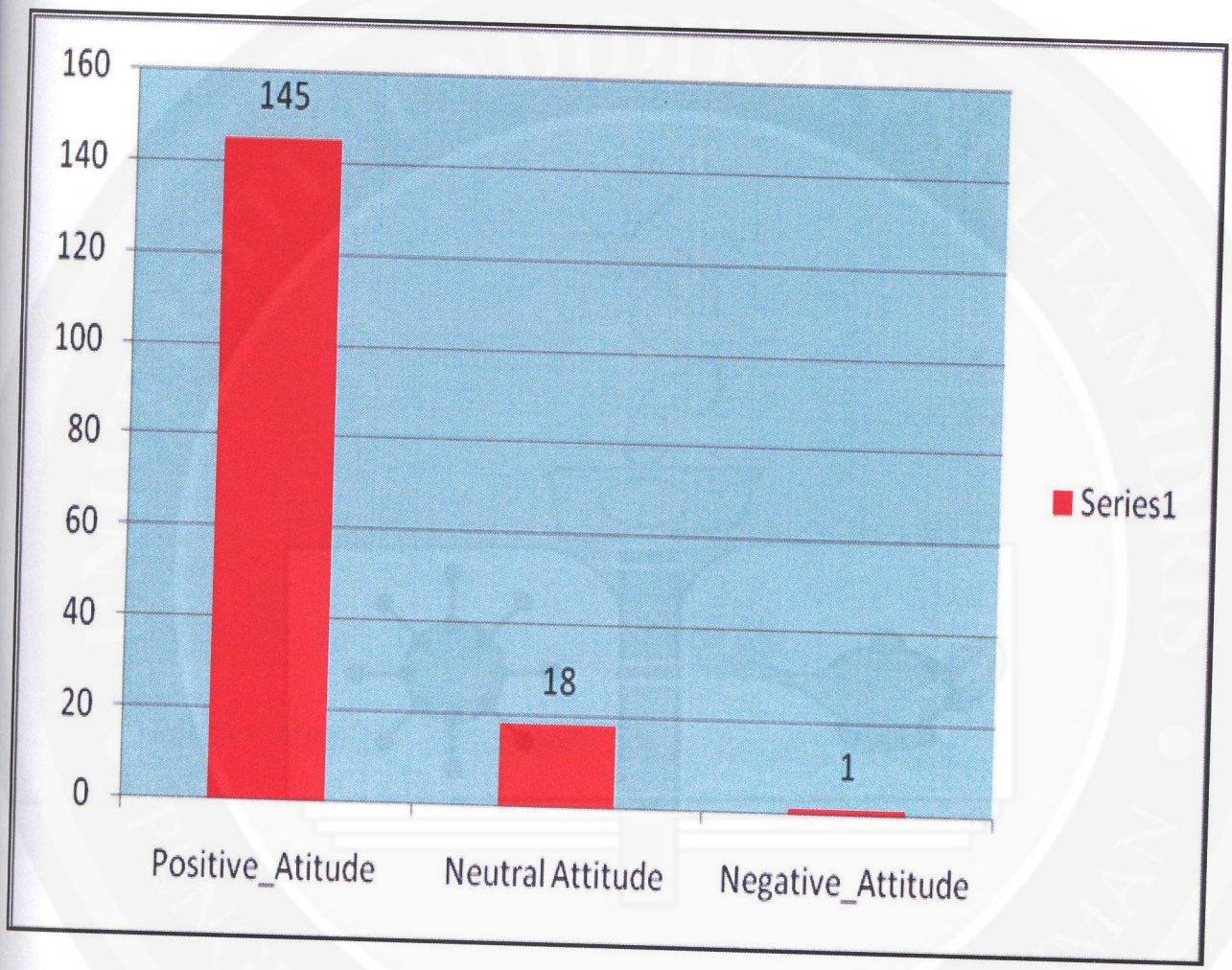


Figure 4.3 shows the number of students and the attitudes displayed by them towards their English teacher. 160 students have positive attitude, 4 students displayed neutral attitude and none of them portrayed negative attitude towards their English teacher.

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Figure 4.3
Students' Attitudes towards their English Teacher

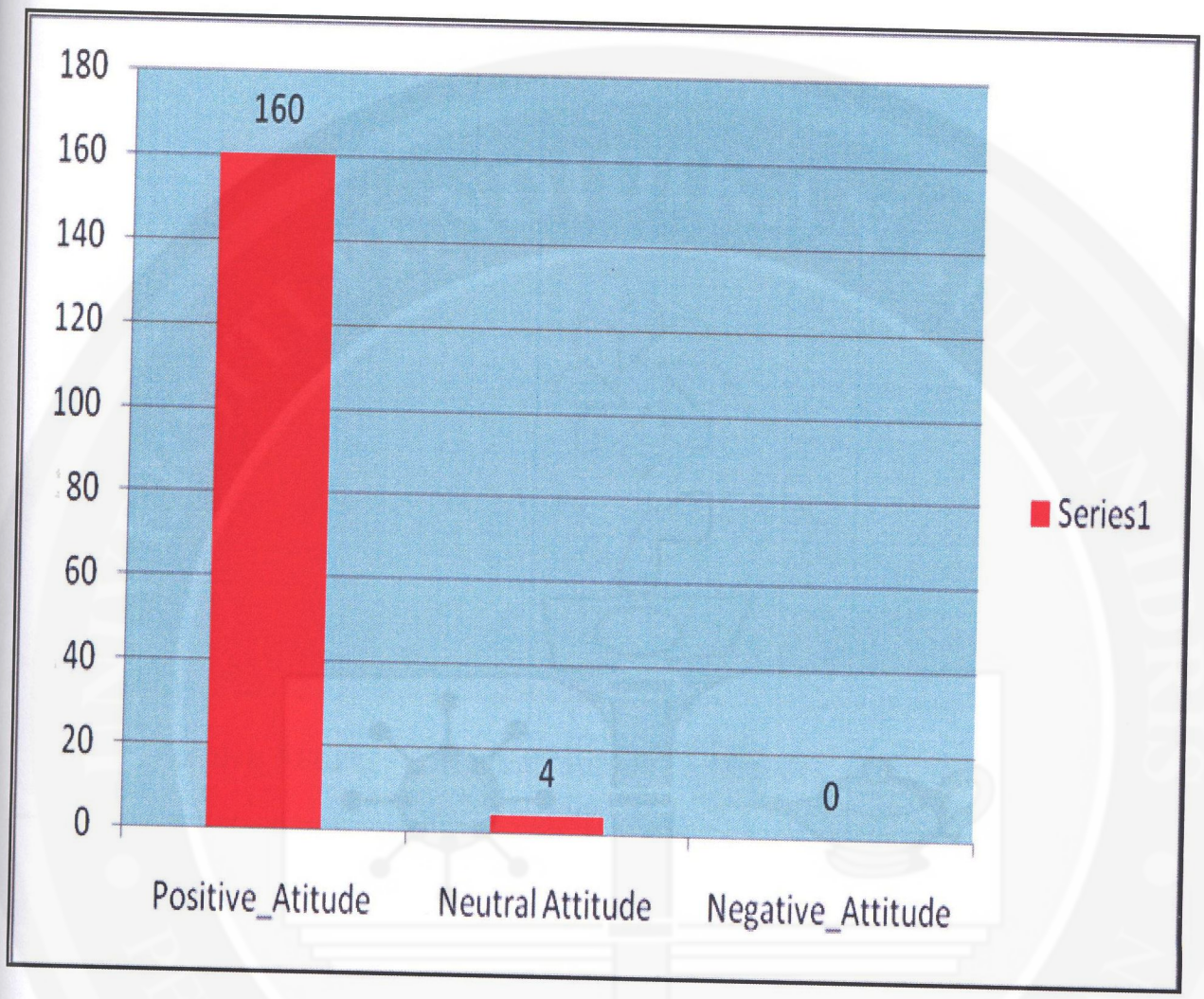
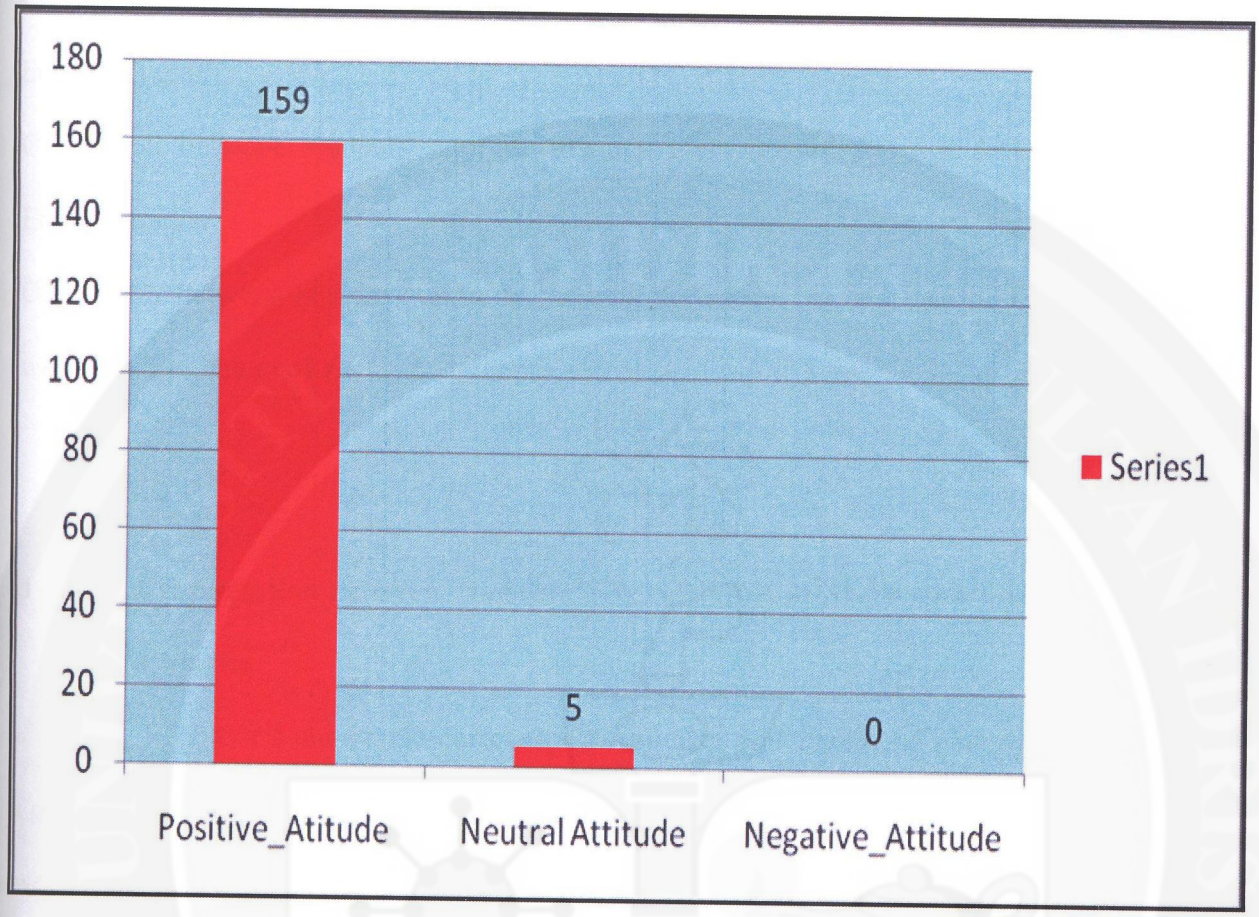


Figure 4.4 shows the number of students and the attitudes displayed by them towards the social implications of English. 159 students have positive attitude, 5 students displayed neutral attitude and none showed negative attitude.

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Figure 4.4
Students' Attitudes towards the Social Implications of English



4.4 Results Obtained for Research Question 2

For my second research question, I would like to know if there is any correlation between these form four students' attitudes and their achievement in their English examination. According to Fraenkel and Wallen (2008), a positive correlation means high scores on one variable associated with high scores on the other variable and vice versa. When high scores on one variable associated with low scores on the other variables, this shows a negative correlation. A positive sign correlation coefficient indicates positive correlation whereas a negative sign correlation shows negative correlation. This section will be divided into 4 parts, which are:

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a) Correlation between students' overall attitude score with their English marks.

b) Correlation between students' attitude towards learning English per say score with their English marks.

c) Correlation between students' attitude towards their English teacher score with their English marks.

d) Correlation between students' attitude towards the social implications of English score with their English marks.

4.4.1 Correlation between Students' Overall Attitude Score with their English Marks.

Table 4.2 shows the correlation coefficient and figure 4.5 portrays the scatter plot graph between overall attitude score and English marks for 164 students. The correlation between students' overall attitude towards learning English and their English marks is **.324**, significant at the 0.01 level. This actually shows that there is a weak positive correlation between these two variables. However, the scatter plot did not indicate any considerable relationship between these two variables.

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Table 4.2
Correlation between Students' Overall Attitude Score with their English Marks

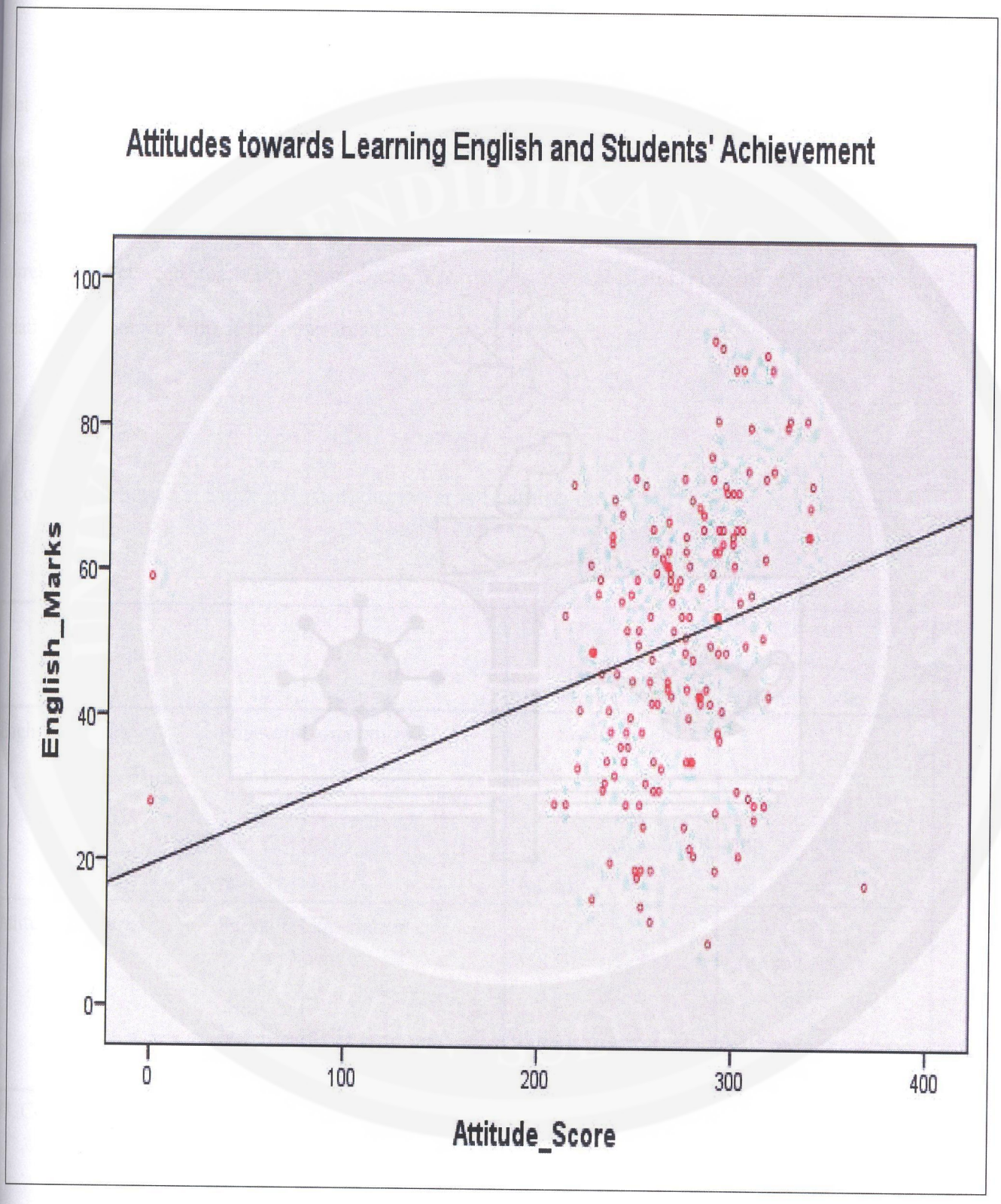
		Attitude_Score	English_Marks
Attitude_Score	Pearson Correlation	1.000	.324**
	Sig. (2-tailed)		.000
	N	164.000	164
English_Marks	Pearson Correlation	.324**	1.000
	Sig. (2-tailed)	.000	
	N	164	164.000

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

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Figure 4.5



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4.4.2 Correlation between Students' Attitudes towards Learning English per say Score with their English Marks.

Table 4.3 displays the correlation coefficient and figure 4.6 shows the scatter plot graph between attitude towards learning English per say and English marks for 164 students. The correlation between students' attitudes towards learning English per say and their English marks is **.358**, significant at the 0.01 level. This indicates a weak positive correlation between these two variables. Yet, the scatter plot did not show any viable relationship between these two variables.

Table 4.3

Correlation between Students' Attitudes towards Learning English per say Score with their English Marks

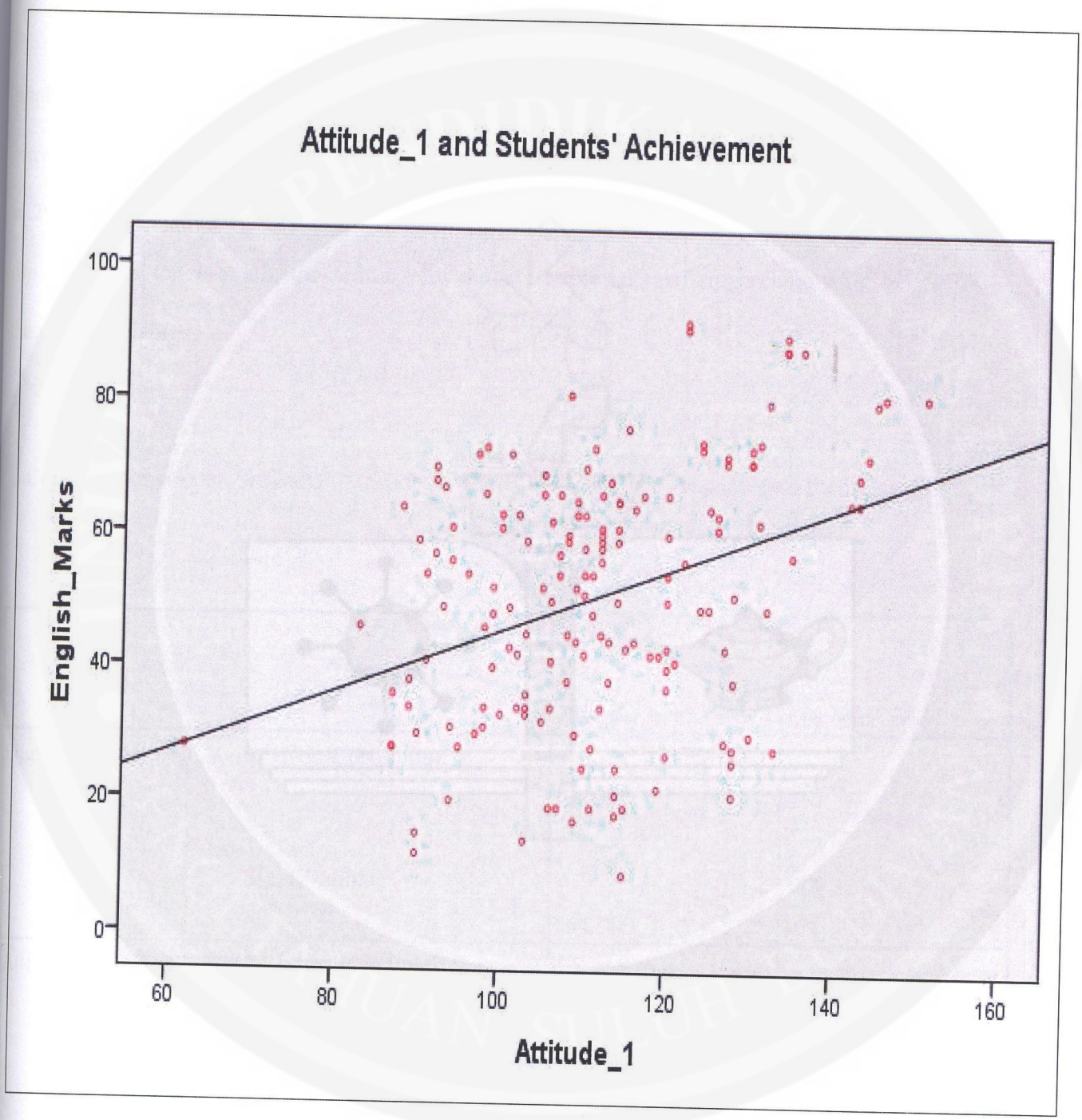
		English_Marks	Attitude1_Marks
English_Marks	Pearson Correlation	1.000	.358**
	Sig. (2-tailed)		.000
	N	164.000	164
Attitude1_Marks	Pearson Correlation	.358**	1.000
	Sig. (2-tailed)	.000	
	N	164	164.000

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

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Figure 4.6



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4.4.3 Correlation between Students' Attitudes towards their English Teacher Score with their English Marks.

Table 4.4 shows the correlation coefficient and figure 4.7 shows the scatter plot graph between attitude towards the English teacher and English marks for 164 students. The correlation between students' attitudes towards their English teacher and their English marks is **.291**, significant at the 0.01 level which is a very weak positive correlation between these two variables. Once again, the scatter plot did not show any existing relationship between these two variables.

Table 4.4
Correlation between Students' Attitudes towards their English Teacher with their English Marks

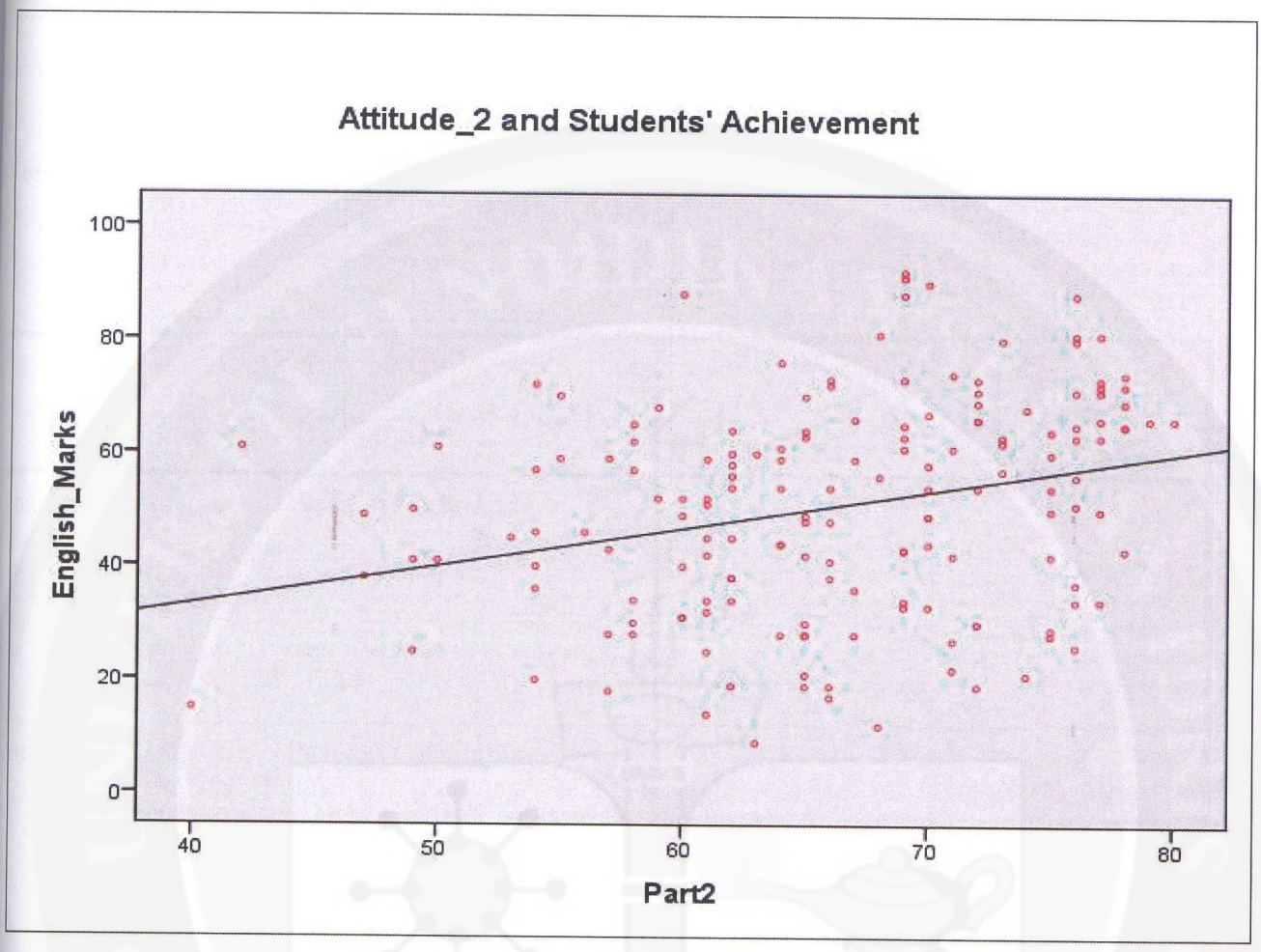
		English_Marks	Attitude2_Marks
English_Marks	Pearson Correlation	1.000	.291**
	Sig. (2-tailed)		.000
	N	164.000	164
Attitude2_Marks	Pearson Correlation	.291**	1.000
	Sig. (2-tailed)	.000	
	N	164	164.000

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

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Figure 4.7



4.4.4 Correlation between Students' Attitudes towards the Social Implications of English Score with their English Marks.

Table 4.5 shows the correlation coefficient and figure 4.8 shows the scatter plot graph between attitude towards the social implications of English and English marks for 164 students. The correlation between students' attitudes towards their English teacher and their English marks is **.258**, significant at the 0.01 level which is also a weak positive correlation between these two variables. The scatter did not show any possible relationship between these two variables. The stepwise regression analysis was conducted and it showed attitude towards

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learning English per say (Attitude_1) is the most influential predictor in students' achievement in their English mid-term examination.

Table 4.5
Correlation between Students' Attitudes towards the Social Implications of English with their English Marks

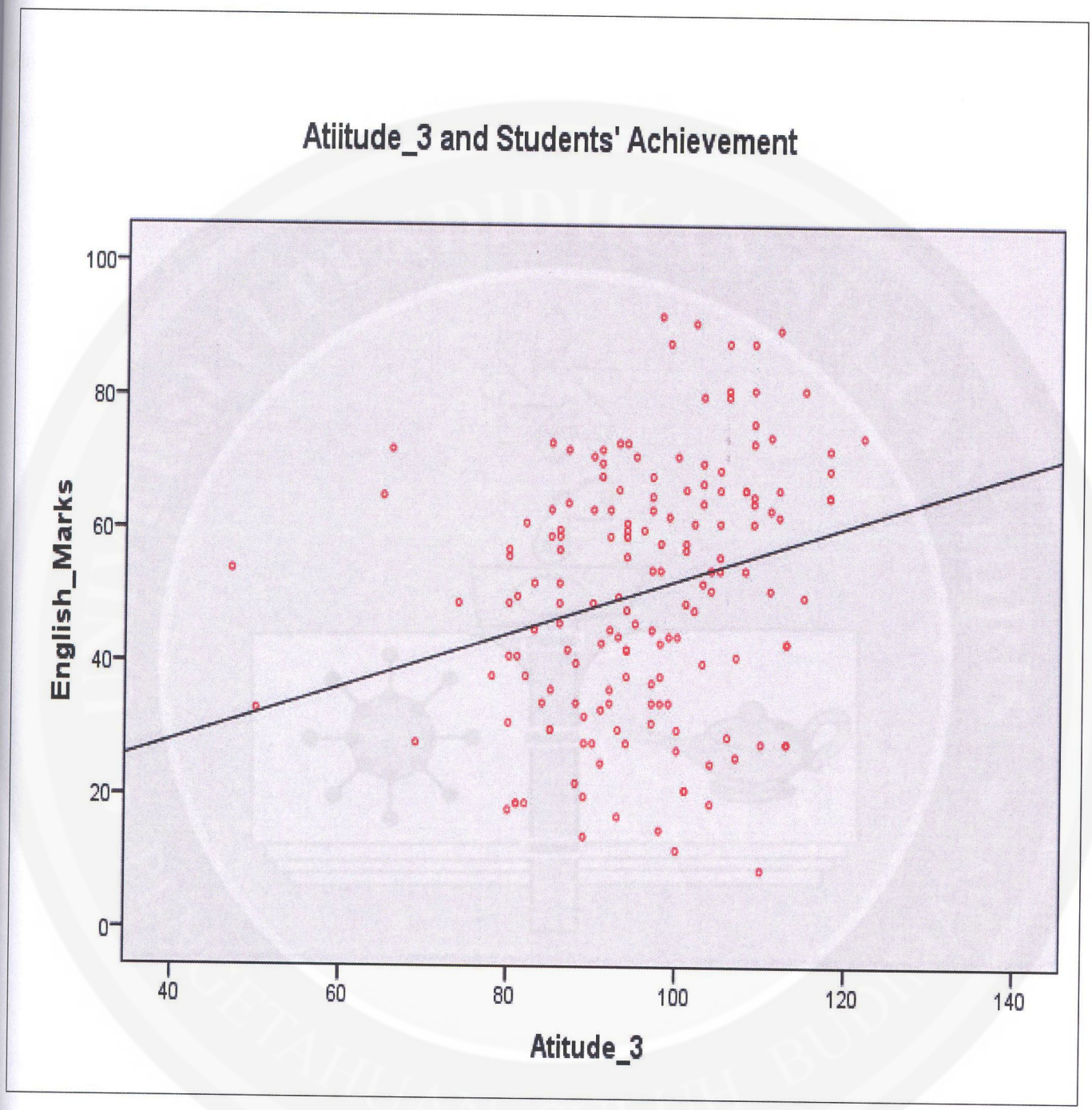
		English_Marks	Attitude3_Marks
English_Marks	Pearson Correlation	1.000	.258**
	Sig. (2-tailed)		.001
	N	164.000	164
Attitude3_Marks	Pearson Correlation	.258**	1.000
	Sig. (2-tailed)	.001	
	N	164	164.000

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

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Figure 4.8



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4.5 Summary

This chapter has reported the results obtained for each research question. The following chapter which is the final chapter, chapter five will present the conclusions, discussions and implications of my research.

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CHAPTER FIVE

DISCUSSION AND CONCLUSIONS

5.1 Introduction

The purpose of my study is to discover whether the form four students of a secondary school in Port Dickson, Negeri Sembilan foster positive, neutral or negative attitude towards learning English and is there any relationship between students' attitudes and their achievement in English. In this chapter, I would like to present the conclusions, discussions and implications based on the results reported in chapter four.

5.2 Conclusions

In this section, the conclusions based on the results obtained will be presented according to the research questions.

5.2.1 Conclusions based on the Results Obtained for Research Question 1

In my first research question, I intended to discover the types of attitudes shown by the form four students of this school towards learning English. For the overall attitude towards learning English, 99.4% of these form four students displayed positive attitude whereas only 0.06% have neutral attitude in learning English. No students showed negative attitude towards learning English.

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As for attitudes towards learning English per say, 88.4% students have positive attitude, 10.9% have neutral attitude and only 0.7% showed negative attitude in learning English. 97.6% students showed positive attitude while 2.4% students displayed neutral attitude towards their English teacher. None of them have negative attitude towards their English teacher. For the attitudes towards the social implications of English, 96.9% of students displayed positive attitude and only 3.1% students showed neutral attitude. My conclusion is that the most of these form four students foster positive attitude towards:

a) Learning English.

b) Learning English per say.

c) Their English teacher.

d) The social implications of English.

5.2.2 Conclusions based on the Results Obtained for Research Question 2

In my second research question, I want to know whether there is any correlation between students' attitude towards learning English and their achievement in the mid-year English examination. First of all, I would like to assert that all these students have been taught by their respective English teachers since school commenced in January 2010. The correlation coefficient between students' overall attitude towards learning English and their English marks was **.324**, significant at the 0.01 level. Therefore, there is only a weak positive correlation between these two variables.

The correlation coefficient between students' attitude towards learning English per say and their English marks was **.358**, significant at the 0.01 level. This also indicates a weak positive correlation between these two variables. The correlation coefficient between students' attitude towards their English teacher and their English marks was **.291**, significant

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at the 0.01 level, exhibiting a weaker positive correlation between these two variables. Finally, the correlation coefficient between students' attitude towards the social implications of English and their English marks was **.258**, significant at the 0.01 level. Alas, this value also points to another weak positive correlation between these two variables.

Fraenkel and Wallen (2008) explained that correlation coefficient lower than .35 shows only a slight relationship between the variables. My conclusion is that there is only a weak positive relationship between students' attitudes towards; learning English, learning English per say, their English teacher and the social implications of English with their English marks. By using the stepwise regression method, attitude towards learning English per say is the most influential factor towards students' achievement in their mid-year English examination.

5.3 Discussion

The answer for my first research question is that most of the form four students of this school have a positive attitude towards learning English. In my research, students' attitudes towards learning English are divided into three dimensions which are:

a) Attitude towards learning English per say.

This dimension encompasses students' feelings or opinions about the:

- ✓ Ease or difficulties of learning English.
- ✓ Importance of learning English.
- ✓ Language skills and components such as grammar, vocabulary and literature.
- ✓ Environment of learning English in the classroom or school.
- ✓ Measures taken by the students to improve their English.

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b) Attitude towards the English teacher.

This dimension encompasses students' feelings or opinions about the:

- ✓ Language teacher's competency in English.
- ✓ Language teacher's teaching abilities and credibility.
- ✓ Dedication of the language teacher towards her students.
- ✓ Language teacher's rapport with her students.

c) Attitudes towards the social implications of English.

This dimension encompasses students' feelings or opinions about:

- ✓ The wide usage of English in various fields such as education, internet, communication, entertainment, travel and mass media.
- ✓ Job and career opportunities.
- ✓ Furthering their studies abroad.
- ✓ Status of English speaking people in their society or community.

From the students' attitude score based on the questionnaire, most of them have positive attitudes to these attitude dimensions. The findings of this study supported the study conducted by Verma (2002), who concluded that learners in Uttar Pradesh have positive attitude towards language learning. This finding is also consistent with the findings of Subramaniam (1976) who discovered that 240 form five Malay-medium students in Selangor also displayed positive attitudes towards learning English. Last of all, (Azizi et al., 2006) carried out a study on the B. Ed. (TESL) undergraduates of a teacher training institute also concluded that the students too portrayed positive attitude towards learning English. Their results also supported my findings.

A weak positive correlation between the form four students' attitudes towards learning English and their English marks is the answer to my second research question.

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Robinson (2005) claimed that a number of empirical studies have been done to study the relationship between attitudes towards learning and students' achievement. Some researchers failed to unveil any relationship between these variables whereas some researchers only managed to obtain low correlation coefficient between attitudes and attainment. Robinson (2005) statement supports my findings for my second research question. Jackson (cited in Robinson, 2005) mentioned that most researches were unable to achieve high correlation coefficient between attitude and achievement mostly due to:

a) Not recognizing all aspects of attitudes towards learning.

b) Some weaknesses in the instruments used to measure attitudes.

His explanation supports my findings because I only included three aspects of attitudes towards learning English which are attitude towards learning English per say, attitude towards the English teacher and attitude towards the social implications of English. Furthermore, the instrument which I utilized in this research was my own self-designed questionnaire. There could have been some shortcomings with the questionnaire.

Neale (cited in Robinson, 2005) suggested that attitude encompasses many factors and each attitudinal factor which is independent may produce different correlation with achievement. That is why in my research, students' attitudes towards learning English are divided into three different dimensions resulting in different correlation coefficient found for the relationship between each dimension and achievement. Once again, his suggestion also supports my findings. Lastly, Broome and Fedon (cited in Robinson, 2005) pointed out that although students display positive attitude towards learning a particular subject, they may have high or low achievements and vice versa. Based on the data collected, I have noticed that many respondents in the sample obtained:

a) High attitude score and high English marks.

b) Low attitude score and low English marks.

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c) High attitude score and low English marks.

d) Low attitude score and high English marks.

5.4 Implications

There are two problems revolving my study. The first problem is that I do not know whether the form four students of this school foster positive, neutral or negative attitude towards learning English. As for my second problem, I do not know if there is any correlation between students' attitudes and their achievement in English.

5.4.1 Implications for Practice

I managed to find solutions to the problems addressed in my study. In my first research question, I discovered that from the 164 respondents, 163 of them foster positive attitude and only 1 showed neutral attitude towards learning English based on their attitude scores. As for the first attitudinal factor; attitude towards learning English per say, 145 students have positive attitude, 18 students displayed neutral attitude and only 1 student showed negative attitude in learning English. For the second attitudinal factor which is attitude towards the English teacher, 160 students have positive attitude, 4 students displayed neutral attitude and none of them portrayed negative attitude towards their English teacher.

For the third attitudinal factor; attitude towards the social implications of English, 159 students have positive attitude, 5 students displayed neutral attitude and none showed negative attitude. Therefore, through my research, I did not only discover students' attitude towards learning English, I also managed to ascertain their attitudes towards the three attitudinal factors which I mentioned above. In my second research question, I found out that

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there is only a slight relationship between students' overall attitude and achievement. The same thing goes for the relationship between each attitudinal factor and students' achievement. I gained knowledge through my research that attitude towards learning English per say has the most influence on students' achievement by using the stepwise regression method.

5.4.2 Implications for Further Research

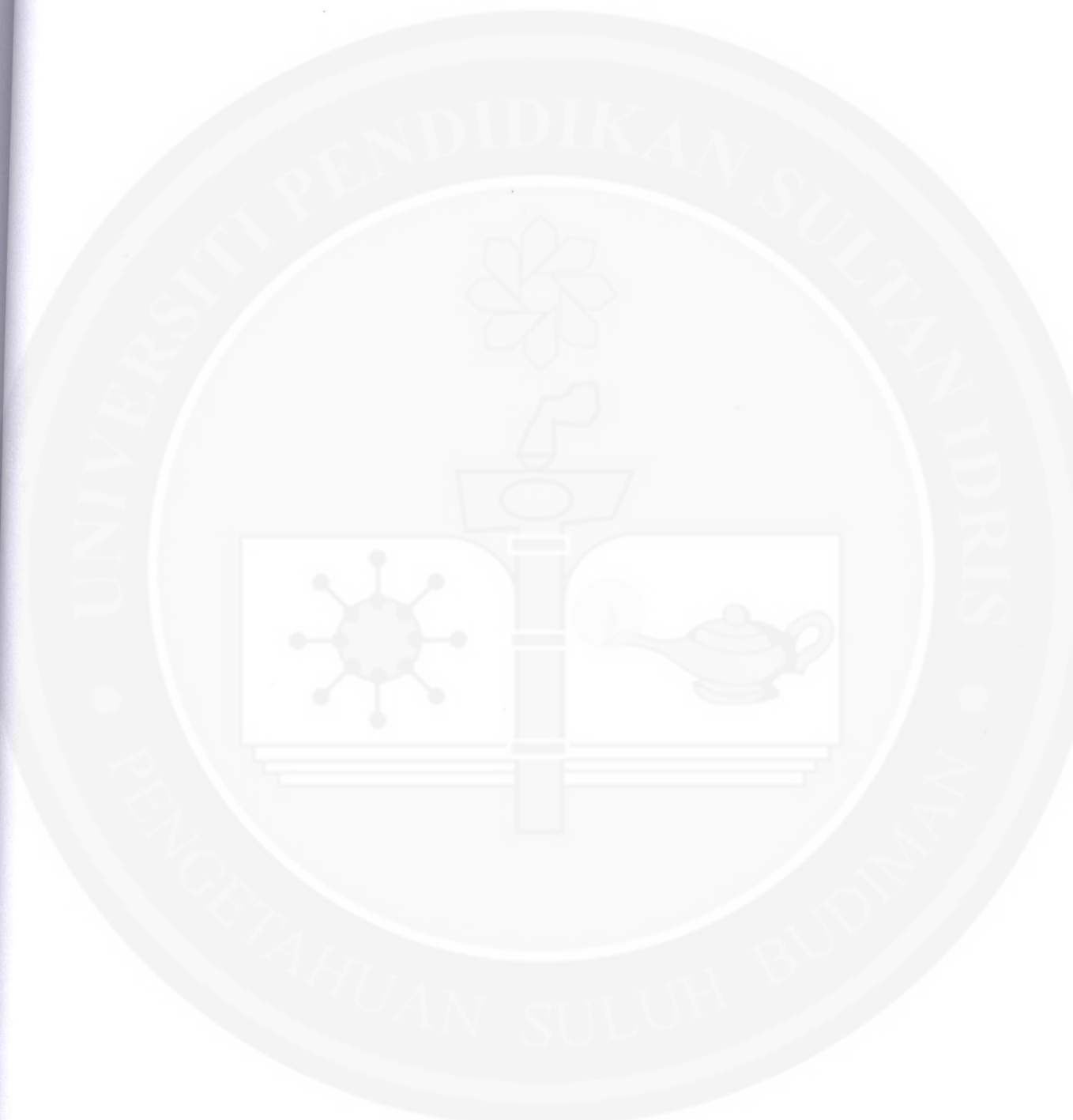
As mentioned earlier, this research involved only the form four students of a secondary school in Port Dickson, Negeri Sembilan. Additional research should be conducted to examine the attitudes displayed by students from other forms in this school and whether there is any relationship between their attitudes and achievement in English. Besides this, researchers who wish to embark studies on the relationship between attitude towards learning English and students' attainment should identify all possible aspects (attitudinal factors) of attitudes towards learning English first. In my research, I have only involved three aspects of attitudes towards learning English which are attitude towards learning English per say, attitude towards the English teacher and attitude towards the social implications of English.

Other than that, further researches on attitudes and its relationship with achievement can be carried out using questionnaires and interviews involving both students and the language teachers to see if better results could be yielded. If the students display positive attitude towards learning English but their performance in the examination is still unsatisfactory, other researches should be done to discover other possible factors which can hinder students' performance in English. Finally, I would like to conclude my study by stating that although the majority of the form four students of this secondary school fostered positive

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attitudes towards learning English, there was no strong relationship between their attitudes and their achievement in this language.



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APPENDICES

APPENDIX 1

QUESTIONNAIRE

The aim of this questionnaire is to discover your attitude(s) towards learning English. This questionnaire consists of two sections, section A and B. Please answer all the items in this questionnaire. Your response will be kept confidential. Your cooperation while answering this questionnaire is much appreciated.

Borang soal selidik ini bertujuan untuk menyelidik sikap pelajar terhadap pembelajaran Bahasa Inggeris. Borang soal selidik ini mengandungi dua bahagian, iaitu bahagian A dan bahagian B. Sila jawab semua item dalam borang ini. Jawapan anda akan dirahsiakan. Kerjasama anda dalam menjawab borang soal selidik ini amat dihargai.

Section A – Personal Information and Parents Education Background
Bahagian A - Maklumat Peribadi dan Latar Belakang Pendidikan Keluarga

Please write your information and tick your answers in the spaces provided.
Sila tuliskan maklumat dan tandakan jawapan anda pada ruang yang disediakan.

1. Full Name / *Nama Penuh* : _____
2. Class / *Kelas* : _____
3. Parents or guardian education level / *Tahap pendidikan ibubapa atau penjaga* :

   Father / *Bapa* / Guardian / *Penjaga*
   ( ) Did not attend school / *Tidak bersekolah*
   ( ) Standard 1 – Standard 6 / *Darjah 1 – Darjah 6*
   ( ) Form 1 – Form 5 / *Tingkatan 1 – Tingkatan 5*
   ( ) College / University / *Kolej / Universiti*

   Mother / Ibu / Guardian / *Penjaga*
   ( ) Did not attend school / *Tidak bersekolah*
   ( ) Standard 1 – Standard 6 / *Darjah 1 – Darjah 6*
   ( ) Form 1 – Form 5 / *Tingkatan 1 – Tingkatan 5*
   ( ) College / University / *Kolej / Universiti*

4. Language(s) spoken at home / Bahasa yang dituturkan di rumah:

   (i) _____

   (ii) _____

   (iii) _____

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Section B
Bahagian B

Please indicate your agreement or disagreement to each of the following statements by choosing one option from the scale below which best describes your feeling or opinions, then circle the number corresponding to the option you have chosen.

Sila tunjukkan samaada anda bersetuju atau tidak dengan kenyataan-kenyataan berikut dengan memilih satu opsyen daripada skala yang diberi. Skala yang dipilih haruslah menepati perasaan atau pandangan anda. Sila bulatkan nombor untuk menunjukkan skala yang dipilih.

1	**Strongly disagree / *Amat tidak bersetuju***
2	**Disagree / Tidak bersetuju**
3	**Uncertain / Tidak pasti**
4	**Agree / Setuju**
5	**Strongly agree / Amat bersetuju**

NO	ITEM	SCALE / *SKALA*				
1	I like learning English. *Saya suka mempelajari Bahasa Inggeris*	1	2	3	4	5
2	Learning English is fun. *Mempelajari Bahasa Inggeris adalah menyeronokkan.*	1	2	3	4	5
3	Learning English is interesting. *Mempelajari Bahasa inggeris adalah menyeronokkan.*	1	2	3	4	5
4	Learning English is important. *Pembelajaran Bahasa Inggeris adalah penting.*	1	2	3	4	5
5	Learning English is easy. *Bahasa Inggeris senang dipelajari.*	1	2	3	4	5
6	Learning English grammar is important. *Pembelajaran tatabahasa Bahasa Inggeris adalah penting.*	1	2	3	4	5
7	Learning English grammar is easy. *Tatabahasa Bahasa Inggeris mudah dipelajari.*	1	2	3	4	5
8	Learning English vocabulary is important. *Pembelajaran perbendaharaan Bahasa Inggeris adalah penting.*	1	2	3	4	5
9	Learning English vocabulary is easy. Perbendaharaan Bahasa inggeris mudah dipelajari.	1	2	3	4	5
10	Learning English literature is important. *Pembelajaran sastera Bahasa Inggeris adalah penting.*	1	2	3	4	5
11	Learning English literature is easy. *Sastera Bahasa Inggeris mudah dipelajari.*	1	2	3	4	5

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12	Learning English skills (listening, speaking, reading and writing) are important. *Mempelajari kemahiran Inggeris (mendengar,bercakap, membaca dan menulis) adalah penting.*	1	2	3	4	5
13	Getting good results in English is important for me. *Memperolehi keputusan yang cemerlang dalam Bahasa Inggeris adalah penting bagi saya.*	1	2	3	4	5
14	I motivate myself to learn English. *Saya motivasikan diri saya untuk mempelajari Bahasa Inggeris.*	1	2	3	4	5
15	I do ask my English teacher for explanation if I do not understand something during lesson. *Saya ada bertanya kepada guru Bahasa Inggeris sekiranya ada perkara yang tidak saya fahami semasa pengajaran dan pembelajaran.*	1	2	3	4	5
16	I attend English tuition classes. *Saya menghadiri kelas tusyen Bahasa Inggeris.*	1	2	3	4	5
17	I practice writing English essays on my own. *Saya ada membuat latihan menulis karangan Bahasa Inggeris dengan sendiri.*	1	2	3	4	5
18	I practice writing English summaries on my own. *Saya ada membuat latihan menulis ringkasan Bahasa Inggeris dengan sendiri.*	1	2	3	4	5
19	I practice doing exercises regarding English literature on my own. *Saya ada membuat latihan sastera Bahasa Inggeris dengan sendiri.*	1	2	3	4	5
20	I practice doing exercises regarding English grammar on my own. *Saya ada membuat latihan tatabahasa Bahasa Inggeris dengan sendiri.*	1	2	3	4	5
21	I practice doing exercises regarding English *vocabulary on my own.* *Saya ada membuat latihan perbendaharaan Bahasa Inggeris dengan sendiri.*	1	2	3	4	5
22	I do find ways to learn the correct pronunciation for English words. *Saya ada berusaha untuk mempelajari sebutan yang betul untuk perkataan Bahasa Inggeris.*	1	2	3	4	5
23	I like reading English reading materials. *Saya suka membaca bahan bacaan dalam Bahasa Inggeris.*	1	2	3	4	5
24	I do read English material to improve my English. *Saya ada membaca bahan bacaan Bahasa Inggeris untuk memperbaiki Bahasa Inggeris.*	1	2	3	4	5
25	I feel proud if I can speak fluent English. *Saya berasa bangga jika saya fasih berbahasa Inggeris.*	1	2	3	4	5
26	The atmosphere is conducive for learning English in my classroom. *Suasana pembelajaran untuk mempelajari Bahasa Inggeris adalah kondusif (sesuai) di bilik darjah saya.*	1	2	3	4	5

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27	I am encouraged to use English for communication in this school. *Saya digalakkan untuk menggunakan Bahasa Inggeris untuk berkomunikasi di sekolah ini.*	1	2	3	4	5
28	My school places great importance in learning and speaking English. *Sekolah saya memainkan peranan yang penting dalam pembelajaran dan pertuturan Bahasa Inggeris.*	1	2	3	4	5
29	Many English language competitions are organized in my school. *Banyak pertandingan Bahasa Inggeris dianjurkan di sekolah saya.*	1	2	3	4	5
30	I am keen in taking part in English Language competitions held in my school. *Saya berminat untuk mengambil bahagian dalam pertandingan Bahasa Inggeris diadakan di sekolah saya.*	1	2	3	4	5
31	I speak as much English as I can every day. *I bertutur dalam Bahasa Inggeris sebanyak yang boleh.*	1	2	3	4	5

NO	ITEM	SCALE / SKALA				
32	I like my English teacher. *Saya suka guru Bahasa Inggeris saya.*	1	2	3	4	5
33	My English teacher is competent in teaching English. *Guru Bahasa Inggeris saya mahir dalam pengajaran Inggeris.*	1	2	3	4	5
34	My English teacher teaches English in an interesting way. *Guru Bahasa Inggeris saya mengajar Bahasa Inggeris dengan menarik.*	1	2	3	4	5
35	My English teacher makes learning English easy and fun. *Guru Bahasa Inggeris saya menjadikan pembelajaran Bahasa Inggeris mudah dan menyeronokkan.*	1	2	3	4	5
36	My English teacher speaks very good English. *Guru Bahasa Inggeris saya cekap berbahasa Inggeris.*	1	2	3	4	5
37	I can understand my English teacher's lessons. *Saya boleh memahami apa yang diajar oleh guru Bahasa Inggeris saya.*	1	2	3	4	5
38	My English teacher takes effort to explain if I did not understand her lessons. *Guru Bahasa Inggeris saya mengambil inisiatif to menerangkan semula apa yang diajar jika saya tidak memahaminya.*	1	2	3	4	5
39	My English teacher is patient while teaching her students. *Guru Bahasa Inggeris saya sabar mengajar pelajar-pelajarnya.*	1	2	3	4	5
40	My English teacher has good rapport with her students. *Guru Bahasa Inggeris saya mempunyai hubungan yang baik dengan para pelajarnya.*	1	2	3	4	5
41	I pay full attention when my English teacher is teaching. *Saya memberikan tumpuan yang penuh semasa guru Bahasa Inggeris saya mengajar.*	1	2	3	4	5
42	My teacher uses only English Language while teaching. *Guru Bahasa Inggeris saya hanya menggunakan Bahasa*	1	2	3	4	5

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	Inggeris semasa mengajar.					
43	My English teacher encourages students to speak English to her at all times. *Guru Bahasa Inggeris saya menggalakkan para pelajarnya untuk bercakap Bahasa Inggeris dengannya pada setiap masa.*	1	2	3	4	5
44	My English teacher uses a variety of teaching methods in teaching her students. *Guru Bahasa Inggeris saya menggunakan pelbagai kaedah pengajaran untuk mengajar pelajar-pelajarnya.*	1	2	3	4	5
45	My English teacher ensures all her students are equipped with the materials needed to learn English during her lesson. *Guru Bahasa Inggeris saya memastikan bahawa semua pelajar dibekalkan dengan bahan yang diperlukan untuk mempelajari Bahasa Inggeris.*	1	2	3	4	5
46	My English teacher prepares her lessons well before teaching her students. *Guru Bahasa Inggeris saya membuat persiapan yang lengkap sebelum mengajar para pelajar.*	1	2	3	4	5
47	My English teacher explained to her students about the importance and benefits of learning English. *Guru Bahasa Inggeris ada menerangkan kepentingan dan kebaikan mempelajari Bahasa Inggeris.*	1	2	3	4	5

NO	ITEM	SCALE				
48	English is the most widely spoken language in this world. *Bahasa Inggeris merupakan bahasa yang paling meluas digunakan untuk pertuturan di dunia.*	1	2	3	4	5
49	English is used widely around the world for communication. *Bahasa Inggeris digunakan secara meluas di dunia untuk komunikasi.*	1	2	3	4	5
50	English is the main language of news in this world. *Bahasa Inggeris merupakan bahasa utama yang digunakan untuk tujuan berita di dunia.*	1	2	3	4	5
51	English is the main language of information in this world. *Bahasa Inggeris merupakan bahasa utama untuk maklumat di dunia.*	1	2	3	4	5
52	English is the main language of international business. *Bahasa Inggeris merupakan bahasa utama bagi perniagaan peringkat antarabangsa.*	1	2	3	4	5
53	English is the main language of diplomacy. *Bahasa Inggeris merupakan bahasa utama bagi tujuan diplomasi.*	1	2	3	4	5
54	English is the main language of science. *Bahasa Inggeris merupakan bahasa utama bagi Sains.*	1	2	3	4	5
55	People who speak English have a certain status in society. *Orang yang berbahasa Inggeris mempunyai status tertentu dalam masyarakat.*	1	2	3	4	5

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56	American and British popular music are heard all over the world. *Lagu-lagu popular Amerika dan British terdapat di seluruh dunia.*	**1**	**2**	**3**	**4**	**5**
57	American movies are seen in almost every country. *Filem keluaran Amerika Syarikat ditontoni hampir setiap Negara.*	**1**	**2**	**3**	**4**	**5**
58	Books in English are available in most countries. *Buku-buku Bahasa Inggeris boleh didapati di hampir semua negara.*	**1**	**2**	**3**	**4**	**5**
59	One reason that students give for learning English is to understand English songs, movies and books. *Salah satu sebab yang diberi oleh pelajar untuk mempelajari Bahasa Inggeris adalah untuk memahami lagu, filem dan buku-buku keluaran bahasa tersebut.*	**1**	**2**	**3**	**4**	**5**
60	English provides wide access to knowledge. *Pengetahuan yang luas diperolehi melalui Bahasa Inggeris.*	**1**	**2**	**3**	**4**	**5**
61	Most pages on the Web are in English. *Kebanyakan laman web adalah dalam Bahasa Inggeris.*	**1**	**2**	**3**	**4**	**5**
62	English allows us to contact people from all over the world. *Bahasa Inggeris membolehkan kita menghubungi orang dari setiap pelusuk dunia.*	**1**	**2**	**3**	**4**	**5**
63	English makes travelling more easily. *Bahasa Inggeris memudahkan perjalanan kita terutama apabila kita ke luar negara.*	**1**	**2**	**3**	**4**	**5**
64	English allows you to use your computer more effectively. *Bahasa Inggeris membolehkan kita menggunakan komputer dengan lebih cekap.*	**1**	**2**	**3**	**4**	**5**
65	English opens doors to many educational opportunities. *Bahasa Inggeris membuka peluang yang luas dalam bidang pendidikan.*	**1**	**2**	**3**	**4**	**5**
66	English will be a great advantage for further studies. *Bahasa Inggeris menjadi suatu kebaikan bagi pelajar yang ingin melanjutkan pelajaran.*	**1**	**2**	**3**	**4**	**5**
67	English will be a great advantage for further studies in foreign countries. *Bahasa Inggeris menjadi suatu kebaikan bagi pelajar yang ingin melanjutkan pelajaran di luar Negara.*	**1**	**2**	**3**	**4**	**5**
68	English opens doors to many careers. *Bahasa Inggeris membuka peluang kepada banyak bidang pekerjaan.*	**1**	**2**	**3**	**4**	**5**
69	Speaking good English increases my self-esteem. *Pertuturan Bahasa Inggeris yang fasih meningkatkan harga diri saya.*	**1**	**2**	**3**	**4**	**5**
70	Learning English provides opportunities to learn about the culture of native speakers of English. *Pembelajaran Bahasa Inggeris memberi peluang kepada kita untuk mempelajari kebudayaan pentutur asli Bahasa Inggeris.*	**1**	**2**	**3**	**4**	**5**

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APPENDIX 2
TABLE 1

Students	Overall Attitude Score	Attitude
Newton 1	299	Positive
Newton 2	238	Positive
Newton 3	327	Positive
Newton 4	328	Positive
Newton 5	217	Positive
Newton 6	309	Positive
Newton 7	289	Positive
Newton 8	258	Positive
Newton 9	274	Positive
Newton 10	304	Positive
Newton 11	249	Positive
Newton 12	293	Positive
Newton 13	242	Positive
Newton 14	266	Positive
Newton 15	307	Positive
Newton 16	320	Positive
Newton 17	288	Positive
Newton 18	254	Positive
Newton 19	319	Positive
Newton 20	282	Positive
Newton 21	308	Positive
Newton 22	242	Positive
Newton 23	300	Positive
Newton 24	266	Positive
Einstein 1	291	Positive
Einstein 2	260	Positive
Einstein 3	318	Positive
Einstein 4	284	Positive
Einstein 5	247	Positive
Einstein 6	213	Positive
Einstein 7	338	Positive
Einstein 8	304	Positive
Einstein 9	263	Positive
Einstein 10	237	Positive
Einstein 11	258	Positive
Einstein 12	294	Positive
Einstein 13	268	Positive
Einstein 14	339	Positive
Einstein 15	300	Positive
Einstein 16	306	Positive
Einstein 17	237	Positive
Einstein 18	279	Positive
Einstein 19	292	Positive
Einstein 20	226	Positive
Einstein 21	299	Positive
Einstein 22	316	Positive

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Einstein 23	231	Positive
Einstein 24	272	Positive
Einstein 25	240	Positive
Einstein 26	247	Positive
Einstein 27	340	Positive
Einstein 28	339	Positive
Einstein 29	292	Positive
Einstein 30	294	Positive
Einstein 31	278	Positive
Techno 1	242	Positive
Techno 2	257	Positive
Techno 3	302	Positive
Techno 4	282	Positive
Techno 5	293	Positive
Techno 6	301	Positive
Techno 7	250	Positive
Techno 8	286	Positive
Techno 9	266	Positive
Techno 10	275	Positive
Techno 11	278	Positive
Techno 12	277	Positive
Techno 13	289	Positive
Techno 14	291	Positive
Techno 15	236	Positive
Techno 16	252	Positive
Techno 17	303	Positive
Techno 18	337	Positive
Techno 19	292	Positive
Techno 20	296	Positive
Techno 21	245	Positive
Techno 22	227	Positive
Techno 23	270	Positive
Techno 24	299	Positive
Techno 25	288	Positive
Techno 26	262	Positive
Techno 27	275	Positive
Techno 28	283	Positive
Techno 29	284	Positive
Techno 30	235	Positive
Techno 31	295	Positive
Techno 32	277	Positive
Techno 33	251	Positive
Techno 34	230	Positive
Techno 35	290	Positive
Techno 36	228	Positive
Techno 37	267	Positive
Techno 38	265	Positive
Techno 39	316	Positive
Techno 40	262	Positive
Techno 41	266	Positive

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PA1	311	Positive
PA2	294	Positive
PA3	316	Positive
PA4	246	Positive
PA5	233	Positive
PA6	208	Neutral
PA7	214	Positive
PA8	268	Positive
PA9	221	Positive
PA10	234	Positive
PA11	267	Positive
PA12	254	Positive
PA13	275	Positive
PA14	266	Positive
PA15	244	Positive
PA16	248	Positive
PA17	258	Positive
PA18	283	Positive
PA19	269	Positive
PA20	259	Positive
PA21	239	Positive
PA22	253	Positive
PA23	308	Positive
PA24	283	Positive
PA25	257	Positive
PA26	273	Positive
PA27	275	Positive
PA28	259	Positive
PA29	277	Positive
PA30	237	Positive
PA31	292	Positive
PA32	276	Positive
PA33	302	Positive
PA34	228	Positive
PA35	245	Positive
PA36	232	Positive
Vok1	278	Positive
Vok2	250	Positive
Vok3	368	Positive
Vok4	291	Positive
Vok5	315	Positive
Vok6	251	Positive
Vok7	288	Positive
Vok8	289	Positive
Vok9	237	Positive
Vok10	253	Positive
Vok11	303	Positive
Vok12	275	Positive
Vok13	259	Positive
Vok14	245	Positive

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Vok15	291	Positive
Vok16	255	Positive
Vok17	258	Positive
Vok18	276	Positive
Vok19	263	Positive
Vok20	258	Positive
Vok21	220	Positive
Vok22	292	Positive
Vok23	261	Positive
Vok24	251	Positive
Vok25	279	Positive
Vok26	316	Positive
Vok27	311	Positive
Vok28	288	Positive
Vok29	286	Positive
Vok30	280	Positive
Vok31	253	Positive
Vok32	296	Positive

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APPENDIX 3
TABLE 2

Students	Attitude 1 Score	Attitude 2 Score	Attitude 3 Score	Attitude_1	Attitude_2	Attitude_3
Newton 1	127	77	95	Positive	Positive	Positive
Newton 2	92	55	91	Neutral	Positive	Positive
Newton 3	145	76	106	Positive	Positive	Positive
Newton 4	146	76	106	Positive	Positive	Positive
Newton 5	97	54	66	Positive	Positive	Neutral
Newton 6	135	73	101	Positive	Positive	Positive
Newton 7	122	69	98	Positive	Positive	Positive
Newton 8	98	67	93	Positive	Positive	Positive
Newton 9	111	69	94	Positive	Positive	Positive
Newton 10	136	69	99	Positive	Positive	Positive
Newton 11	98	66	85	Positive	Positive	Positive
Newton 12	122	69	102	Positive	Positive	Positive
Newton 13	94	68	80	Positive	Positive	Positive
Newton 14	93	70	103	Neutral	Positive	Positive
Newton 15	124	71	122	Positive	Positive	Positive
Newton 16	131	78	111	Positive	Positive	Positive
Newton 17	115	64	109	Positive	Positive	Positive
Newton 18	101	66	87	Positive	Positive	Positive
Newton 19	134	76	109	Positive	Positive	Positive
Newton 20	105	72	105	Positive	Positive	Positive
Newton 21	132	73	103	Positive	Positive	Positive
Newton 22	92	59	91	Neutral	Positive	Positive
Newton 23	134	60	106	Positive	Positive	Positive
Newton 24	100	64	102	Positive	Positive	Positive
Einstein 1	108	68	115	Positive	Positive	Positive
Einstein 2	112	62	86	Positive	Positive	Positive
Einstein 3	127	78	113	Positive	Positive	Positive
Einstein 4	107	72	105	Positive	Positive	Positive
Einstein 5	107	54	86	Positive	Positive	Positive
Einstein 6	96	70	47	Positive	Positive	Neutral
Einstein 7	142	78	118	Positive	Positive	Positive
Einstein 8	117	79	108	Positive	Positive	Positive
Einstein 9	106	58	99	Positive	Positive	Positive
Einstein 10	114	58	65	Positive	Positive	Neutral
Einstein 11	110	61	87	Positive	Positive	Positive
Einstein 12	116	75	103	Positive	Positive	Positive
Einstein 13	112	62	94	Positive	Positive	Positive
Einstein 14	143	78	118	Positive	Positive	Positive
Einstein 15	126	69	105	Positive	Positive	Positive
Einstein 16	114	77	115	Positive	Positive	Positive
Einstein 17	88	62	87	Positive	Positive	Positive
Einstein 18	111	66	102	Positive	Positive	Positive

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Einstein 19	112	72	108	Positive	Positive	Positive
Einstein 20	94	50	82	Positive	Positive	Positive
Einstein 21	125	65	109	Positive	Positive	Positive
Einstein 22	130	77	109	Positive	Positive	Positive
Einstein 23	90	55	86	Positive	Positive	Positive
Einstein 24	114	64	94	Positive	Positive	Positive
Einstein 25	98	56	86	Positive	Positive	Positive
Einstein 26	99	60	88	Positive	Positive	Positive
Einstein 27	144	78	118	Positive	Positive	Positive
Einstein 28	143	78	118	Positive	Positive	Positive
Einstein 29	120	64	108	Positive	Positive	Positive
Einstein 30	105	77	112	Positive	Positive	Positive
Einstein 31	110	65	103	Positive	Positive	Positive
Techno 1	103	54	85	Positive	Positive	Positive
Techno 2	91	62	104	Neutral	Positive	Positive
Techno 3	130	72	100	Positive	Positive	Positive
Techno 4	115	69	98	Positive	Positive	Positive
Techno 5	120	76	97	Positive	Positive	Positive
Techno 6	120	80	101	Positive	Positive	Positive
Techno 7	108	57	85	Positive	Positive	Positive
Techno 8	116	70	100	Positive	Positive	Positive
Techno 9	109	64	93	Positive	Positive	Positive
Techno 10	110	73	92	Positive	Positive	Positive
Techno 11	112	69	97	Positive	Positive	Positive
Techno 12	107	72	98	Positive	Positive	Positive
Techno 13	124	72	93	Positive	Positive	Positive
Techno 14	111	75	105	Positive	Positive	Positive
Techno 15	106	49	81	Positive	Positive	Positive
Techno 16	95	67	90	Positive	Positive	Positive
Techno 17	122	76	105	Positive	Positive	Positive
Techno 18	151	77	109	Positive	Positive	Positive
Techno 19	126	76	90	Positive	Positive	Positive
Techno 20	130	76	90	Positive	Positive	Positive
Techno 21	99	60	86	Positive	Positive	Positive
Techno 22	93	60	74	Neutral	Positive	Positive
Techno 23	110	62	98	Positive	Positive	Positive
Techno 24	114	76	109	Positive	Positive	Positive
Techno 25	120	75	93	Positive	Positive	Positive
Techno 26	103	67	92	Positive	Positive	Positive
Techno 27	109	69	97	Positive	Positive	Positive
Techno 28	112	70	101	Positive	Positive	Positive
Techno 29	113	74	97	Positive	Positive	Positive
Techno 30	89	58	88	Neutral	Positive	Positive
Techno 31	127	77	91	Positive	Positive	Positive
Techno 32	112	71	94	Positive	Positive	Positive
Techno 33	106	49	81	Positive	Positive	Positive

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Techno 34	92	58	80	Neutral	Positive	Positive
Techno 35	102	77	111	Positive	Positive	Positive
Techno 36	101	47	80	Positive	Neutral	Positive
Techno 37	108	63	96	Positive	Positive	Positive
Techno 38	114	42	109	Positive	Neutral	Positive
Techno 39	131	73	112	Positive	Positive	Positive
Techno 40	97	72	93	Positive	Positive	Positive
Techno 41	100	69	97	Positive	Positive	Positive
PA1	133	65	113	Positive	Positive	Positive
PA2	121	66	107	Positive	Positive	Positive
PA3	134	70	112	Positive	Positive	Positive
PA4	87	67	92	Neutral	Positive	Positive
PA5	90	58	85	Neutral	Positive	Positive
PA6	62	57	89	Negative	Positive	Positive
PA7	87	58	69	Neutral	Positive	Positive
PA8	120	57	91	Positive	Neutral	Positive
PA9	91	50	80	Neutral	Neutral	Positive
PA10	94	60	80	Positive	Positive	Neutral
PA11	112	61	94	Positive	Positive	Positive
PA12	114	49	91	Positive	Positive	Positive
PA13	124	65	86	Positive	Positive	Positive
PA14	108	61	97	Positive	Positive	Positive
PA15	98	62	84	Positive	Positive	Positive
PA16	103	62	83	Positive	Positive	Positive
PA17	99	65	94	Positive	Positive	Positive
PA18	118	71	94	Positive	Positive	Positive
PA19	105	61	103	Positive	Positive	Positive
PA20	106	61	92	Positive	Positive	Positive
PA21	105	61	89	Positive	Positive	Positive
PA22	113	62	78	Positive	Positive	Positive
PA23	127	75	106	Positive	Positive	Positive
PA24	101	69	113	Positive	Positive	Positive
PA25	112	53	92	Positive	Positive	Positive
PA26	110	66	97	Positive	Positive	Positive
PA27	110	61	104	Positive	Positive	Positive
PA28	109	65	85	Positive	Positive	Positive
PA29	120	54	103	Positive	Positive	Positive
PA30	108	47	82	Positive	Positive	Positive
PA31	132	70	90	Positive	Positive	Positive
PA32	113	64	99	Positive	Positive	Positive
PA33	130	72	100	Positive	Positive	Positive
PA34	90	40	98	Neutral	Positive	Positive
PA35	89	62	94	Neutral	Positive	Positive
PA36	83	54	95	Neutral	Positive	Positive
Vok1	119	71	88	Positive	Positive	Positive
Vok2	106	62	82	Positive	Positive	Positive

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Vok3	109	66	93	Positive	Positive	Positive
Vok4	115	72	104	Positive	Positive	Positive
Vok5	128	76	111	Positive	Positive	Positive
Vok6	114	57	80	Positive	Positive	Positive
Vok7	115	63	110	Positive	Positive	Positive
Vok8	120	75	94	Positive	Positive	Positive
Vok9	94	54	89	Positive	Positive	Positive
Vok10	103	61	89	Positive	Positive	Positive
Vok11	128	74	101	Positive	Positive	Positive
Vok12	110	61	104	Positive	Positive	Positive
Vok13	109	65	85	Positive	Positive	Positive
Vok14	87	64	94	Neutral	Positive	Positive
Vok15	120	71	100	Positive	Positive	Positive
Vok16	98	60	97	Positive	Positive	Positive
Vok17	90	68	100	Neutral	Positive	Positive
Vok18	102	76	98	Positive	Positive	Positive
Vok19	103	69	91	Positive	Positive	Positive
Vok20	111	66	81	Positive	Positive	Positive
Vok21	100	70	50	Positive	Positive	Neutral
Vok22	128	66	98	Positive	Positive	Positive
Vok23	102	65	94	Positive	Positive	Positive
Vok24	109	59	83	Positive	Positive	Positive
Vok25	103	77	99	Positive	Positive	Positive
Vok26	128	75	113	Positive	Positive	Positive
Vok27	128	76	107	Positive	Positive	Positive
Vok28	119	75	94	Positive	Positive	Positive
Vok29	111	65	110	Positive	Positive	Positive
Vok30	114	65	101	Positive	Positive	Positive
Vok31	107	65	81	Positive	Positive	Positive
Vok32	125	70	101	Positive	Positive	Positive

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