

## CHAPTER IV

### FINDING AND DISCUSSION

This chapter comprises of two aspects; research finding and discussion of the data that the writer collected from Thai students who were studying in Indonesia.

In this study, the researcher analyzed the result of language attitude of those Thai students toward Indonesian (*bahasa Indonesia*). And it is also described the language attitude of Thai students toward Indonesia language in terms of behavioral, cognitive and affective aspects. That data was collected from the questionnaire. These techniques are used to find out the attitude of Thai student how the language attitude when they used Indonesian. This will discuss the finding based on the statement of problem, What kind of the language attitude that Thai students have towards Indonesian language and what are the aspects of Thai student toward Indonesian language. This used three aspects of language attitude, behavioral, cognitive and affective aspect. The result of those Thai students might be positive and negative attitude toward Indonesian.

#### A. FINDING

##### 4.1. The language attitude toward Indonesian language

The finding of this study found that Thai students had a positive language and neutral language. There was not a negative language attitude of Thai students. A positive language attitude is behavior or positive reaction. It meant a positive language attitude as an evaluation of the students toward the language. According to Allman (2000), a successful learner is the one who possesses positive attitudes towards the target language. It meant if the students who had a positive attitude towards language learning it can improve their achievement of learning the language. Negative attitudes are shows or showed rejection or disagree towards an object. A neutral attitude is the attitude of the people who has balanced an attitude towards the objects. The results of those Thai students' attitude were shown in Table 4.1.1, 4.1.2, and 4.1.3

##### 4.1.1 The Behavioral Aspect of Language Attitude towards Indonesian

This study will discuss the findings of the behavioral aspects of the language attitude towards Indonesian language obtained from the questionnaire. Definition of behavioral aspect is a behavior or tendency of react towards an object (*the language*) (Jain, 2014:6). It means the behavioral referred to as readiness of reaction of the person who want to learn the language. Example, the student to learn Language. if the students have positive attitude in learning language they will practice their foreign language affectively.

**Table 4.1.1. The behavioral aspect of language attitude**

No	Statements	Mean	Classification
1	Speaking Indonesian language anywhere makes me feel worried	3.11	Neutral
2	Studying Indonesian language helps me to have good relationships with friends	4.18	Positive
3	When I hear my friend speaking Indonesian language, I want to speak like them	4.29	Positive
4	Studying Indonesian language helps me to improve my personality	3.50	Neutral
5	I have less motivation when i do Indonesian assignments	3.21	Neutral
6	I am afraid whenever I have to speak Indonesian language in the front of class.	3.57	Negative
7	I feel embarrassed to speak Indonesian language in front of other people	3.32	Neutral
8	I like to practice Indonesian language the way native speakers do	3.82	Positive
9	When I miss the class, I never ask my friends or teachers for the homework on what has been taught	2.39	Positive
10	I do feel enthusiastic to come to class	2.82	Neutral
	<b>Average of Behavioral attitude</b>	<b>3.42</b>	<b>Neutral</b>

Table 4.1.1 shows the behavioral aspect of attitude towards Indonesian language. The result was the average mean score is (3.42) or neutral attitude. The respondents have differences of behavior attitude which was considered from the statements (1-10), the result showed that the respondents tend to have Neutral behavioral attitude toward Indonesian language. Most respondents mentioned in statement 3 that When they heard their friend spoke Indonesian language, they wanted to speak Indonesian like their friends (M= 4.29,) and they also mentioned in.2 that ‘Studying Indonesian language could help them to have good relationships with their friends’ (M=4.18). While the lowest score is (M=2.39) showed a positive behavior when the respondents missed the class they always asked their friends what

the teacher had taught' (M=2.39). They also thought that studying Indonesian was good for them and they liked to practice Indonesian language like the way a native speaker does (M=3.82). Besides, the respondents showed their negative attitude in negative statements with the mean score (M=3.57) stated that the respondents were afraid when they had to speak Indonesian language in front of people.

Statement No.4 that studying Indonesian language might help their personality shows that the Thai students were in neutral attitude with (M=3.50). Meanwhile, No.7 the mean score is (M=3.32) showed that they did not always feel embarrassed while they spoke Indonesian in the front of Indonesian people. Another statement No.5 as can be seen with (M=3.21) that they did not have less motivation to do their homework. Statement No.1 showed that speaking Indonesian anywhere makes them not always feel worried about (M=3.11). Lastly, they did not feel enthusiastic to come to class with (M=2.82)

#### 4.1.2 The cognitive of Language Attitude towards Indonesian

This study will discuss the findings of the behavioral aspects of the language attitude towards Indonesian language obtained from the questionnaire. definition of cognitive language attitude is following by cognitive attitude is an evaluation of an individual's opinion or thought whether belief or disbelief toward object Mann, 1969 cited in Saifuddin (2016:24).

**Table 4.1.2. The Cognitive aspect of language attitude**

No	Statements of Cognitive aspect	Mean	Classtication
11	Being good at Indonesian language will help me study other subjects well	4.39	Positive
12	I have more knowledge and more understanding when studying Indonesian language	3.93	Positive
13	Frankly, I study Indonesian language just to pass the exams	2.75	Neutral
14	In my opinion, people who speak more than one language are very knowledgeable	4.29	Positive
15	Studying Indonesian language helps me communicate in Indonesia effectively	4.18	Positive
16	I cannot apply the knowledge from Indonesian language Subject in my real life	3.25	Neutral

17	Studying Indonesia makes me able to create new thoughts	3.32	Neutral
18	I am not satisfied with my performance in Indonesian language	3.29	Neutral
19	In my opinion, Indonesian language is difficult and complicated to learn	3.04	Neutral
20	I feel more understood in many subjects after I had influence Indonesiann language	3.82	Positive
	<b>Average of cognitive attitude</b>	<b>3.62</b>	<b>Positive</b>

As shown in Table 2 above, there have been about each aspect of the cognitive aspect of language attitude. In general, the average mean score of Cognitive aspect in language attitude toward Indonesian language is (M= 3.62). The highest score shows that the respondents had their positive language attitude through Indonesian language when they mentioned that if they were excellent in Indonesian language it would help them study each subject well (M=4.39). Moreover, they thought that those who could speak more than one language was very knowledgeable with (M=4.29). And they also believed study Indonesian language could help them to communicate effectively. They had more knowledge and more understanding when studying Indonesian language with a high score (M= 3.93) and they understood more when they could speak Indonesian language fluently with (M= 3.82). Based on Pan, Zang and Wu cited in Akbar (2014) a successful learner is one who has possessed positive attitude towards the target language. It means the student who has a positive attitude towards the language can make the learner faster in learning language.

Among negative statements, it shows that they had lowest mean score (M=2.75) showing positive attitude which is shown that they thought studying Indonesian language was not just to pass the exam, but it could make them create new thought (M=3.32). Moreover, the respondents were also in neutral attitude towards Indonesian, with the mean score (M=3.25), they said that they could not reply the knowledge from Indonesian language in their lives.

#### **4.1.3. The affective aspect of Language Attitude towards Indonesian**

This study will discuss the findings of the behavioral aspects of the language attitude towards Indonesian language obtained from the questionnaire. Definition of affective aspect is emotional of person towards the object (Jain, 2016:6). It concerning of person's feeling or emotion towards the language.

**Table 4.1.3 The Affective aspect of language attitude**

No	Statements of affective aspect	Mean	Classification
21	I enjoy doing Indonesian activities	3.07	Neutral
22	To be honest, I really have little interest in my Indonesian language class	3.36	Neutral
23	I don't get anxious when I have to answer a question in my class with using Indonesian language	3.11	Neutral
24	I prefer studying in my mother tongue rather than any other foreign language	3.50	Neutral
25	I feel proud when i speak Indonesian language	4.18	Positive
26	Studying Indonesia makes me feel more confident	3.89	Positive
27	I am interested in studying Indonesian language	3.82	Positive
28	Knowing Indonesian language is an important goal in my life	3.39	Neutral
29	I look forward to the time I spend in Indonesian language class	3.50	Neutral
30	Studying Indonesian language makes me have good emotions (feelings)	3.61	Positive
	<b>Average of affective attitude</b>	<b>3.54</b>	<b>Positive</b>

The average of affective aspect of language attitude toward Indonesian language was as high as (M=3.54) showing positive attitude which can be seen in Table 3. The highest score showing positive attitude was showed with score (M= 4.18) that they felt proud when they spoke Indonesian language. While studying Indonesian language made them more confident (M=3.89). And they also mentioned that they were interested in studying Indonesian language, representing the mean score (3.82) and they have a good feeling when studying Indonesian language. Moreover, they also spent the time learning Indonesian language with the score (3.50). Besides, the lowest score of this aspect was showed by the mean score (3.07) showing their negative thought that they still preferred studying their mother tongue rather than Indonesian language. It meant, in daily life, they often used their first language to communicate rather than other languages.

The results showed by the Thai students were negative and positive behavioral attitude towards Indonesian language. As can be seen in the positive statement there was a negative result, in statement No.7 it means that Thai student did not always use Indonesian language in the front of Indonesian people because they were afraid of making a mistake when they had to speak Indonesian and they were also lack of the vocabulary to communicate. The result of positive attitude was seen in statement no.3.after they heard

their friends spoke Indonesian language they wanted to speak like their friends. Besides, cognitive aspect of language attitude mentioned that this aspect has highest mean score (3.62) it meant the respondents thought that Indonesian language was very important in their life because the highest score (4.86) showed acquiring good Indonesian language helped them study every subject well.

In all three aspects, it was found that those Thai students had positive attitudes towards Indonesian language. As can be seen on the average the tables showed the language attitude of those Thai students Firstly, those respondents' 'positive cognitive aspect of language attitude was high with (M=3.62). On the other hand, the negative cognitive aspect of language attitude is low, that those students, in general, they hold positive cognitive attitude toward Indonesian language. They considered that being good in Indonesian language could help them study all subject well. It means they thought Indonesian language important to study and learn. Secondly, it was mentioned that with (M=3.54) of those respondents' also had high score positive affective aspect towards Indonesian language. It showed they felt proud when they could speak Indonesian language with a native speaker. Thirdly, respondents' hold neutral or medium attitude towards Indonesian language with lowest average ( M= 3.42 ).

#### 4.2 The Tendency of Students' Language Attitude towards Indonesian language

The findings showed that Thai students' tendency in their language attitude towards Indonesian language. The following data has to discussed a positive, negative neutral language attitude.

##### 4.2.1 The Positive Language attitude

The following table shows the respondents positive language attitude in several aspects which are behavioral, cognitive and affective aspects.

**Table 4. Respondents' positive language attitude in Behaviour Aspect**

No	Behavioral aspect statements	Mean
2	Studying Indonesian language helps me to have good relationships with friends	4.18
3	When I hear my friend speaking Indonesian language, I want to speak like them	4.29
8	I like to practice Indonesian language the way native speakers do	3.82
9	When I miss the class, I never ask my friends or teachers for the homework on what has been taught	2.39

Table 4 shows that most respondents had a positive behavioral attitude towards Indonesian language. The highest tendency of behavioral aspect statement is positive when the students heard their friends talked, they wanted to speak Indonesian language like their friends. Moreover, most of the students were showing their positive attitude about the fact that studying Indonesian language helped them have a good relationship with friends. On the other hand, they liked to practice Indonesian language with the way a native speaker did. This shows the respondents' positive language attitude. Finally, the result showed the negative score but the respondents are positive showed by the statement that they did not come to the class, they always asked their friends what had been taught.

**Table 5. Respondents' Positive Language attitude in Cognitive Aspects**

No.	Cognitive attitude	mean
11	Being good at Indonesian language will help me study other subjects well	4.39
12	I have more knowledge and more understanding when studying Indonesian language	3.93
14	In my opinion, people who speak more than one language are very knowledgeable	4.29
15	Studying Indonesian language helps me communicate in Indonesia effectively	4.18
20	I feel more understood in many subjects after I had influence Indonesian language	3.82

From table 5 shows, that they have a positive cognitive attitude towards Indonesian language with highest score showed that Most of those Thai students believed that being good at Indonesian language would help them study other subjects well. Moreover, their opinion also showed someone who could speak more than one language is very knowledgeable. They also mentioned, they had more knowledge and more understanding while they had to study Indonesian Language. Also shows, the lowest positive attitude of that statement was shown that they felt more understood in every subject after they had influence In Indonesian language.

**Table 6 Respondents' Positive Language attitude in Affective Aspects**

No.	Affective attitude	Mean
25	I feel proud when I speak Indonesian language	4.18
26	Studying Indonesia makes me feel more confident	3.89
27	I am interested in studying Indonesian language	3.82

30	Studying Indonesian language makes me have good emotions (feelings)	3.61
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Table 6 Those respondents showed their highest positive attitude with the statement that they felt proud after they spoke Indonesian language. and also studying Indonesian Language made them more confident. and they mentioned that they were very interested in studying Indonesian Language. Moreover, studying Indonesian language made them had a good feeling.

#### 4.2.2 Neutral Language attitude

The following table shows the respondents Neutral language attitude in several aspects which are behavioral, cognitive and affective aspects.

**Table 7 Respondents' Neutral Language attitude in Behavior Aspects**

No	Behavioral aspect statements	Mean
1	Speaking Indonesian language anywhere makes me feel worried	3.11
4	Studying Indonesian language helps me to improve my personality	3.5
5	I have less motivation when I do Indonesian assignments	3.21
7	I feel embarrassed to speak Indonesian language in front of other people.	3.32
10	I do not feel enthusiastic to come to class	2.82

As seen in Table 7 these Thai students had neutral attitude that studying Indonesian Language help them improve their personality. Their impartial attitude is also seen in the statement no 7 that they felt embarrassed to speak Bahasa Indonesia in front of other people. They sometimes felt worried to speak Bahasa Indonesia anywhere. However, the attitude about they do not feel enthusiastic to come to class is at a moderate level. the moderate attitude was also shown when the students entered the classroom using Indonesian language

**Table 8 Respondents' Neutral Language attitude in Cognitive Aspects**

No.	Cognitive attitude	Mean
13	Frankly, I study Indonesian language just to pass the exams	2.75
16	I cannot apply the knowledge from Indonesian language Subject in my real life	3.25
17	Studying Indonesia makes me able to create new thoughts	3.32
18	I am not satisfied with my performance in Indonesian language	3.29
19	In my opinion, Indonesian language is difficult and complicated to learn	3.04



Table 8 illustrates the respondents' neutral language attitude in cognitive, the highest neutral positive of those Thai students showed the balanced of their performance when they used Indonesian language and they also mentioned that studying Indonesian language made them create a new thought. Furthermore, they were at moderate level when they applied the knowledge from Indonesian language subject in their real lives and they also had balanced language attitude of the idea that studying Indonesia made them able to create new ideas. And sometimes, they are not satisfied with their performance in Indonesian language. It can be they felt unfavorable when they used Indonesian language in their performance. Besides, they may applied the knowledge from Indonesian language subject in their daily lives. They had neutral language attitude towards the statement that thought Indonesian language is difficult and complicated to learn. They still, thought Indonesian language must be learned because Indonesian language was not just to pass the exams but also used in their lives.

**Table 9 Respondents' Neutral Language attitude in Affective Aspects**

No.	Affective attitude	Mean
21	I enjoy doing Indonesian activities	3.07
22	To be honest, I really have little interest in my Indonesian language class	3.36
23	I don't get anxious when I have to answer a question in my class with using Indonesian language	3.11
24	I prefer studying in my mother tongue rather than any other foreign language	3.5
28	Knowing Indonesian language is an important goal in my life	3.39
29	I look forward to the time I spend in Indonesian language class	3.5

Table 9 showed the respondents neutral language attitude in affective aspect. There have 2 similarities highest scores from the statements in neutral respondents between the statement of they preferred studying in their mother tongue more than another language and they look forward to spending time to study Indonesian language. Moreover, they mention that knowing Indonesian language may be important goal in their lives". However, they rarely have little interest in their Indonesian language class. As a result, they may be or may be not anxious when they had to answer a question in their class while using Indonesian language. In addition, they also felt balanced to enjoy doing Indonesian activities. All of the results showed of them to had neutral attitude, it means it shows they had both positive and negative language attitude when studying Indonesian language.

Based on the of the data analysis and findings above, it can be seen the result of language attitude for Thai students individually in terms of behavioral, cognitive and affective aspects. The result showed they had a positive language attitude and a neutral language attitude towards Indonesian language. It meant those Thai students had a positive attitude in learning Indonesian language.

## B. DISCUSSION

In all three aspects of language attitude, it was found that those Thai students had positive attitudes towards Indonesian language. Firstly, those of Thai student showed that they had a positive cognitive aspect of language attitude got the highest among the three aspects, the student had quite good respondents towards Indonesian Language. It showed they believed studying Indonesian language is very important. They considered that being good in Indonesian language could help them study every subject well because if they could speak Indonesian language they would understand what the teacher was taught in the class.

It also leads the student to reached their goals in learning and studying Indonesian language. Secondly, mentioned that those respondents' also had high positive affective aspect towards Indonesian language. It showed they felt proud when they could speak Indonesian language with a native speaker. According to Anwar (2016) mention that the affective aspect is the foundation of language attitude. It meant the affective aspect is one of aspect is showed the student had a positive feeling toward the language. Then, If the students had a negative attitude they will failure in studying the language. So, in learning, a new language the affective attitude is necessary for the student who wants to study a foreign language. Thirdly, respondents' hold neutral language attitudes toward Indonesian language. It meant the student had balanced of language attitude towards Indonesian language. They might be positive and negative attitude when they had learned Indonesian language. So, they tendency to neutral attitude toward the language.

**Table. 10 the respondents' ability and language attitude toward Indonesian**

No	No. Student	The ability speech in speaking Indoensian language		Language Attitude towards Indonesian Language		
		Good	Not good	Positive	Neutral	Negative
1	5,10,15,24,27	✓		✓		
2	1,4,7,14,16,17,20,28	✓			✓	

3	8,12,18,19,22,25		✓	✓		
4	2,3,6,9,11,13,21,23		✓		✓	
Total	28 students					

From table 10, the results of field observations, there were interesting things to discuss, the fact that many Thai students have different language attitude characteristics towards Indonesian. Form 28 respondents had been found that 5 of the Thai students, had positive language attitude and their Indonesian language skills are quite good. From the background of them, the student had been to southern Thai and two students had been studied at Indonesia almost two years since high school. So, the students had familiar with Indonesian Language because they used the language for communication with people.

From No.2, there are 8 people of them, have a neutral language attitude towards Indonesian language but their Indonesian language skills are good. The background of them showed that they had studied in Indonesia for almost 2-3 years. And some of them was born at Pattani. As we know that Pattani city near Malaysia country. So, they can spoke Malay Language and their language skills are quite good. In the student group with positive language attitude, it turned out that 6 students had no good Indonesian language skills. Although it was found that students rarely spoke Indonesian language. But there attitudes towards language learning is a good way. Based on Isabelli & Garcia (2006), a positive feeling about the host language and cultural environment may inspire the student sojourners to seek out opportunities to interact with host native speaker.

And 8 people who had this Neutral language attitude were spoken less Indonesian language. The background of them found that most students had never learned Indonesian before coming to study in Indonesia and also finding that they use Thai as the primary language to communicate with friends and people at home, making their Indonesian language learning a bit slowly. But they tend to have a moderate attitude towards Indonesian language. So, a positive language attitude is not always followed by good Indonesian language skills. Whereas those with neutral language attitudes mostly had poor of Indonesian language. The neutral attitude is the students shown their attitude toward the subject or language learning. It did not show the attitude directly. It meant the students are not rejection or negative attitude towards Indonesian language. Even though their abilities speaking Indonesian Language was standard or not good. Because the background of them showed they never learn or used Indonesian in daily life. These showed that the students had balanced attitude towards

Indonesian language. It happened some situation when the student faced to used Indonesian Language.

