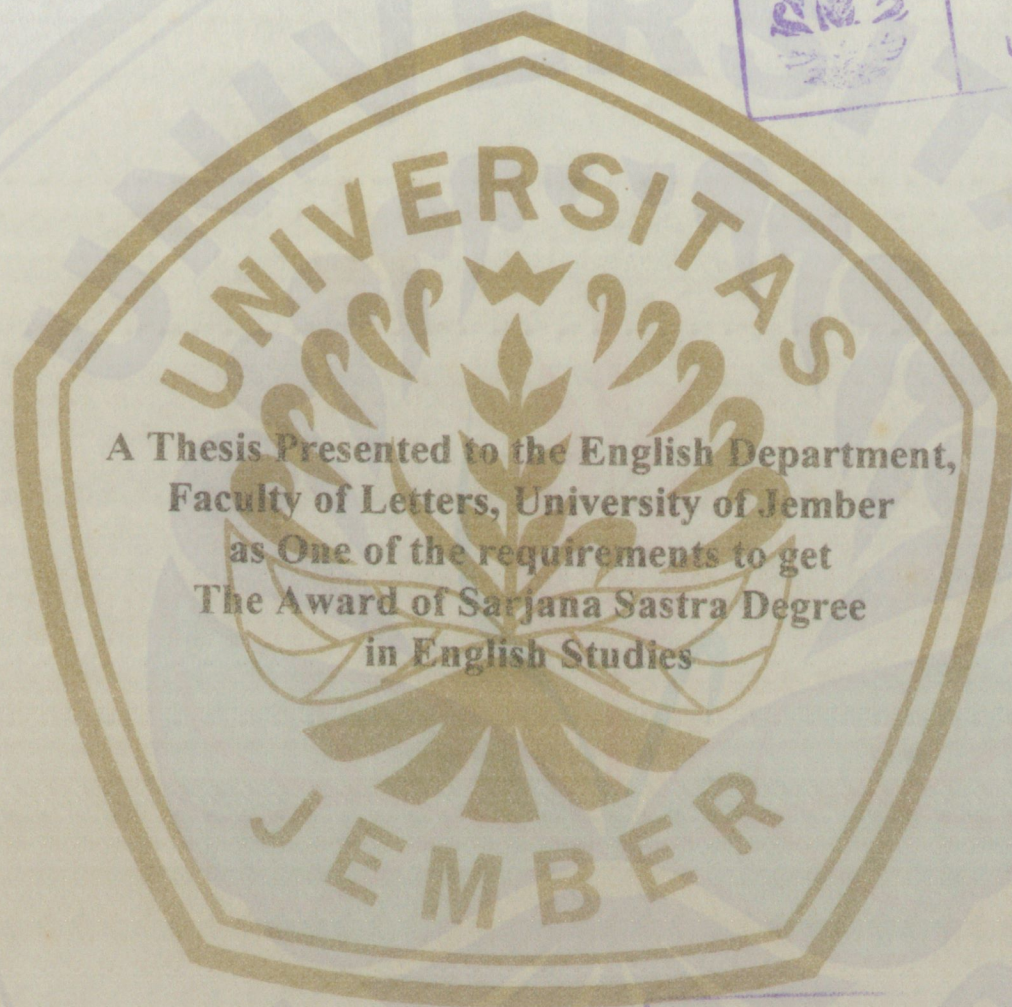


TIDAK DIPINJAMKAN KELUAR

**ASTDY OF STUDENTS' OPINION ABOUT AGE AND PSYCHOLOGICAL ASPECTS IN THE PROCESS OF LEARNING ENGLISH IN JELLY'S SCIENTIST GROUP (JSG) JEMBER SECOND TERM OF 1997 ACADEMIC YEAR**

NILIK PERPUSTAKAAN  
UNIVERSITAS JEMBER



A Thesis Presented to the English Department,  
Faculty of Letters, University of Jember  
as One of the requirements to get  
The Award of Sarjana Sastra Degree  
in English Studies

By :

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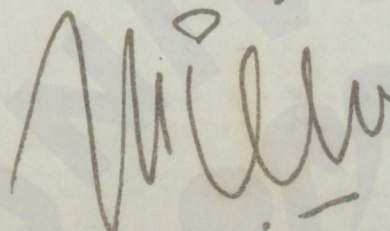
**JEMBER UNIVERSITY  
FACULTY OF LETTERS  
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2000**

## APPROVAL SHEET

Approved and Received by the Examination Committee of the English Department, the Faculty of Letters, Jember University.

Jember, 13 March 2000

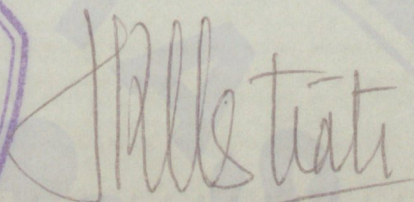
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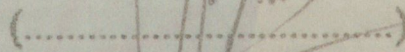
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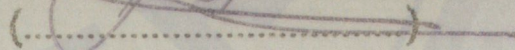
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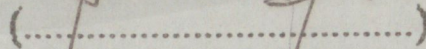
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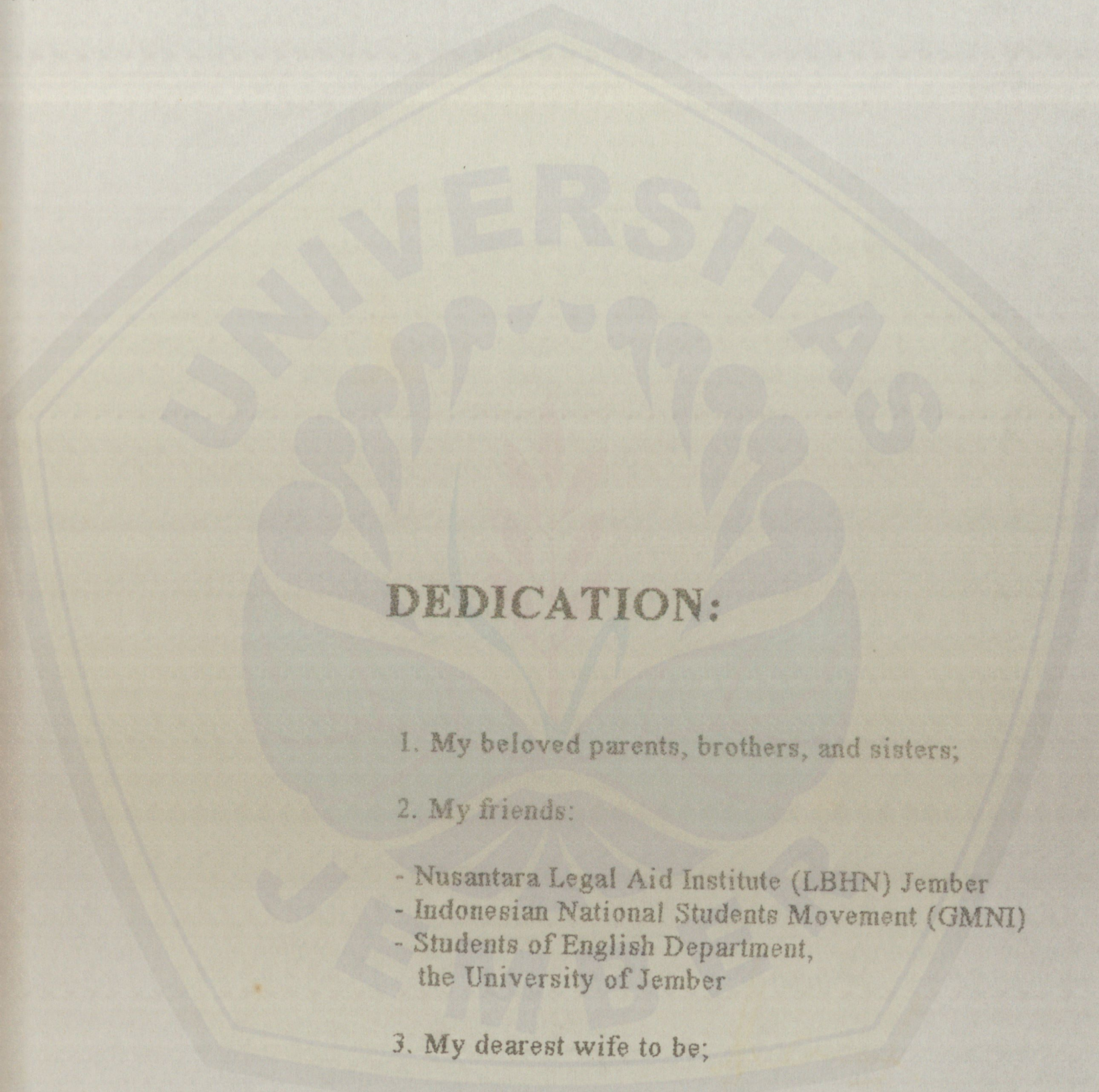


2. Drs. Hairus Salikin, M.Ed.



3. Drs. Sukarno, M.Litt.





**DEDICATION:**

1. My beloved parents, brothers, and sisters;
2. My friends:
  - Nusantara Legal Aid Institute (LBHN) Jember
  - Indonesian National Students Movement (GMNI)
  - Students of English Department,  
the University of Jember
3. My dearest wife to be;
4. My Almamater.



**MOTTO:**

*The future of humanity depends  
on the existence of the critical stage  
(Max Horkheimer, adopted from Kritik Ideologi)*

TABLE OF CONTENTS

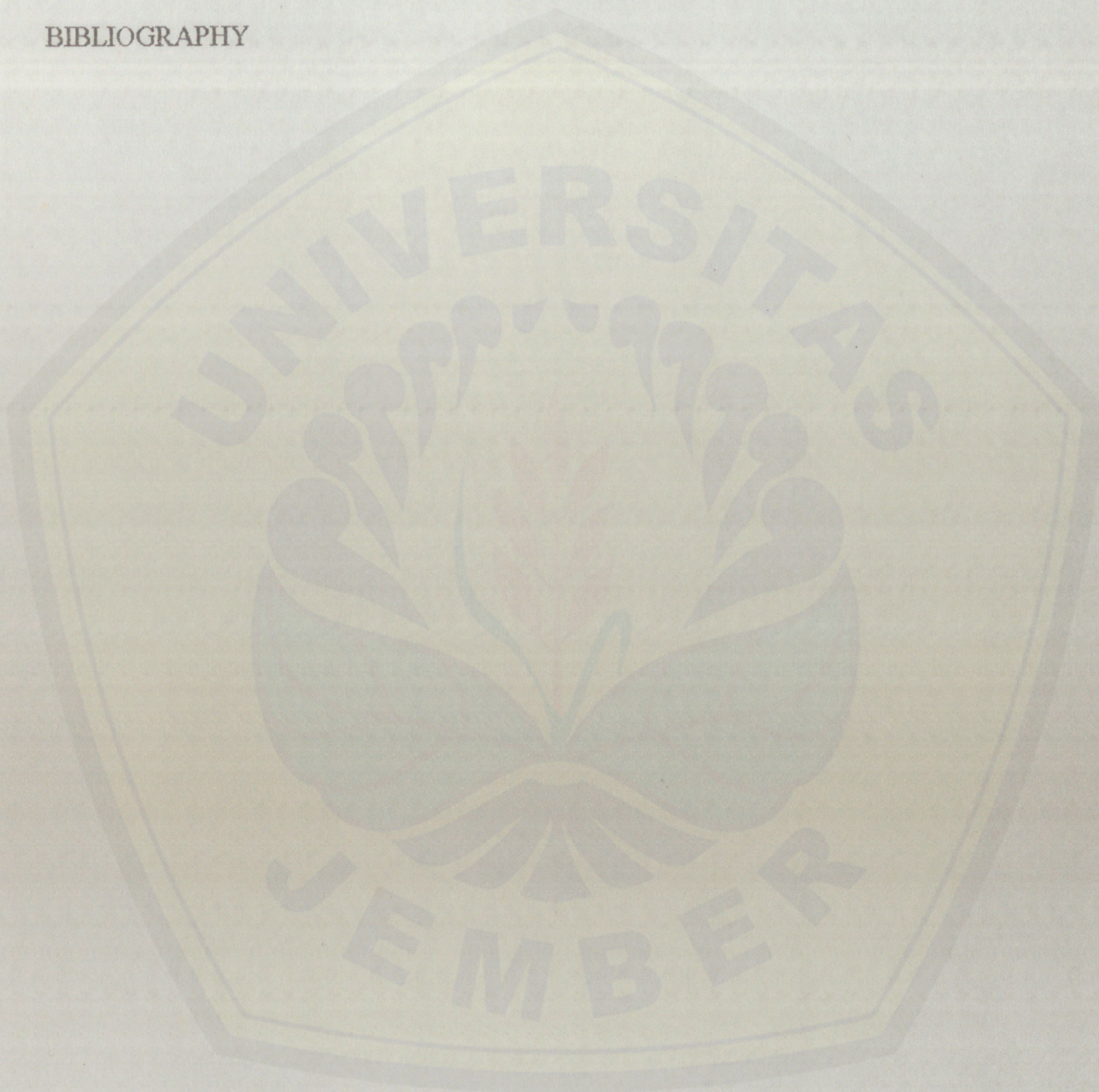
FRONTSPIECE .....	i
APPROVAL SHEET .....	ii
DEDICATION .....	iii
MOTTO .....	iv
TABLE OF CONTENTS .....	v
ACKNOWLEDGEMENT .....	vii
CHAPTER I : INTRODUCTION .....	1
1.1 The Background of the Study .....	1
1.2 The Problems to Discuss .....	3
1.3 The Scope of the Study .....	4
1.4 The Structure of the Thesis .....	4
1.5 The Significance of the Study .....	5
1.6 The Goals of the Study .....	5
CHAPTER II : THEORETICAL REVIEW .....	7
2.1 Age .....	7
2.2 Psychological Aspects .....	8
2.2.1 Motivation .....	8
2.2.2 Intelligence and Personality .....	10
2.2.3 Memory .....	12

2.2.4 Intention or Readiness to Learn .....	13
2.2.5 Emotion .....	14
2.3 Learning .....	15
2.3.1 The Definition of Learning .....	15
2.3.2 The Theory of Learning .....	16
2.3.3 The Types of Learning .....	16
CHAPTER III : THE METHOD OF RESEARCH .....	18
3.1 Method of Research .....	18
3.2 Hypothesis .....	19
3.3 Population and Sample .....	19
3.3.1 Population .....	19
3.3.2 Sample .....	20
3.4 Type of Data .....	21
3.5 Data Collection .....	22
3.6 Type of Analysis .....	22
CHAPTER IV : DISCUSSION AND ANALYSIS .....	23
4.1 The Students' Responses about Age in the Process of Learning English .....	24
4.2 The Students' Responses about Psychological Aspects in the Process of Learning English .....	26

4.3 The Students' Responses about the Influence of Age and  
Psychological Aspects in the Process of Learning English 37

CHAPTER V : CONCLUSION ..... 40

BIBLIOGRAPHY



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I hope this thesis has many uses for all of outsiders. Finally, thanks for your attention.

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Lukman Winarno

## CHAPTER I

### INTRODUCTION

#### 1.1 The Background of the Study

English is one of the most important languages in the world. It is called an international language because it is widely used by some countries in the world in their activities (i.e the activities of the political or economical fields). The people of the different languages may use it to communicate each other. This is a fact that it plays an important role in a human life. Based on the explanation above, it is necessary to understand it well.

In Indonesia, English has been formally taught since the secondary school. Now, it is also introduced in the elementary school. It is important to teach it in order that the students have either the foreign language competence or the foreign language performance. According to Brown (1981:27), "competence refers to the underlying knowledge of a language system (like the grammar rules, or the vocabulary), and performance is a concrete manifestation or realization of competence. It refers to production (speaking, writing), or comprehension (listening, reading)". Both of them are very important to understand. With the interest of the students can understand it well.

In the school teaching, the students usually focus more competence than performance. In this case, it is important to look at the terms of English as a foreign language (EFL) and English as a second language (ESL). Both of them serve the different goals and characteristics. According to Allen (1965:4), "EFL means that English is taught as a school subject or an adult level solely for the purpose of giving the student a foreign language competence which may be used in one of several ways, and ESL usually refers to a situation where English becomes a language of instruction in the schools". From the definition above, it can be assumed that English in the school teaching is taught for the purpose of giving the students a foreign language competence.

Actually, learning English is a process of getting English knowledge. Brown (1980:7) explains that "learning a language is a process of acquiring or getting a language knowledge of a subject or a skill by study experience, or instruction". To learn English, the students (particularly the students of the secondary school) will usually find some difficulties or complicated problems. The difficulties may be caused by the linguistic aspects or the non-linguistic aspects. The first one can deal with the grammar and structure, the vocabulary, the spelling and pronunciation. The second one may refer to the situation of class teaching, the teaching technique, motivation. Because of the explanation above, they sometimes do not want to learn it, or in other words, they are not interested in learning and developing it seriously.

The process of learning English of the students may also be influenced by the psychological aspects. That is realized when the students have many images about English. There is an idea that English is not important to learn because it is not a native language. There is also an image that English is too difficult to learn, so they are not motivated to learn it seriously. The facts show a psychological phenomena of the students which may be able to influence their process of learning English.

Mackey (1965:120) explains that the ability of students to learn a foreign language will vary each others. The reasons of this are based on : age, motivation, intelligence and personality, auditory memory span, intention or readiness to learn, and emotion. From the explanation above, it is important to analyze age and psychological aspects of the students in their process of learning English. They are the students of Jelly's Scientist Group (JSG) Jember, second term of 1997 academic year.

Jelly's Scientist Group (JSG) is a course institute. It is not only an English study, but also mathematics, physics, and biology. The study program can help the students to learn all of subjects out of class. The students that are involved to study at the institute are age of secondary school, 11 - 15 years old. Therefore, this research is conducted there.

## **1.2 The Problem to Discuss**

The types of age and psychological aspects are different for each person. Based on the explanation, the problem to discuss in this study is: "Are age and

psychological aspects able to influence the students in the process of learning English in Jelly's Scientist Group (JSG) Jember?"

### **1.3 The Scope of the Study**

The scope of the study in this thesis is to know and to describe the students' opinion about age and psychological aspects in the process of learning English in Jelly's Scientist Group (JSG) Jember, second term of academic 1997 year. The psychological aspects consist of motivation, intelligence and personality, memory, readiness to learn, and emotion. The learning process is an active process to get an English knowledge or skill. It refers to competence and performance. The students involve 11-15 years old.

### **1.4 The Structure of the Thesis**

The structure of this thesis is divided into five chapters. They are introduction, the method of research, the definition of the terms, discussion and analysis, and conclusion.

The first chapter is introduction. It will tell about the background of the study, the problem to discuss, the scope of the study, the structure of the thesis, the significance of the study and the goals of the study.

The second chapter is the theoretical review. It will explain the some theories that is used in this thesis. They are age, the psychological aspects , and theory of

learning. The expresses will be explained by using some theories that have relations with what is discussed. They may be definitions or opinions from the experts.

The third chapter is the method of research. It will talk about the method that is used in this study. In this chapter will explain about method of research, hypothesis, population and sample, data collection, type of data and type of analysis.

The following chapter is the discussion and analysis. This chapter will analyze the collected data. The data are collected from the questionnaire and interview. They are analyzed by using the descriptive analysis.

The last chapter is conclusion. It is based on the collected data and the results of the data analysis.

### **1.5 The Significance of the Study**

The significance of this study is to know the influence of age and psychological aspects in the process of learning English in the students of Jelly's Scientist Group (JSG) Jember, second term of 1997 academic year. They can be expected to learn it better. Beside that, it is not difficult for the teachers to teach it better.

### **1.6 The Goals of the Study**

The goals of the study in this thesis are:

- a. to make a description about the influence of age and psychological aspects in the

process of learning English in the students of Jelly's Scientist Group (JSG) Jember,  
second term of 1997 academic year;

b. to help the teachers to motivate the students in learning English.



## CHAPTER II

### THEORETICAL REVIEW

#### 2.1 Age

Age is a factor to consider in many areas of learning. In fact, it can determine the success or the failure of someone to learn a foreign language. The ways of the addressed language to the children and the adults who are learning language differ (Hatch, 1983:188). From the explanation above, it appears that age can influence the ways of learning a foreign language for children and adults, and determine the success or the failure someone to learn it.

Children are called the growing-up period. Leontiev (1983:74-75) explains that it involves 11 to 15 years old and is called the middle-school age. This period is a period of rapid socialization of the learner's personality. It means that his communication span widens, and society's opinion of his personality and activity grows more significant for him.

Adolescence is a period when the growth has reached the highest point. It merges into maturity (Pintner *et al*, 1966:34). Leontiev (1983:76) says that it is a upper-school age and involves 15 to 18 years old. This period shows that he or she begins to make the concrete plans for his life and to articulate his motives.



In the language learning, childhood is called the age of form; adulthood is the age of content. It means that the children will learn the structure of a language, although they may not have much to talk about. Their native vocabulary has expanded so much that they can not hope to say all they want to say in the foreign language. Beside that, their capacity to acquire a new material is more greater. The adult has a lot of talk about and finds that the structure of the language gets in his way when they try to use the vocabulary of all the things they wants to say (Mackey, 1965:121).

## 2.2 Psychological Aspects

### 2.2.1 Motivation

Motivation is probably the most often used term for explaining the success or failure of virtually any complex tasks. So, it is easy to figure that success a task is a fact that someone is motivated. It is also easy to claim that a learner will be successful with the proper motivation (Brown, 1980:112).

Commonly, motivation is an inner drive or desire that moves someone to do a action. Brown (1980:112) defines motivation as follows: "motivation is commonly thought of as an inner drive, impulse, emotion, or desire that moves one to a particular action". Mackey (1965:125) says that "motivation determines how much a person will learn and when he will learn it. This depends on what he wants to know it. It depends

on how he thinks he can learn it, and on what he believes to be his advantages. It depends on the needs, interest and sense of values of an individuals".

Motivation is also examined as a factor of different kinds of attitudes. Two different clusters of attitudes can be seen into two basic types of motivation. They are instrumental and integrative motivation. Brown (1980:114) explains them as follows:

a. Instrumental Motivation

It refers to motivation to acquire a language as means for attaining the instrumental goals; furthering, a career, reading technical material, translation.

b. Integrative Motivation

It is employed when a learner wishes to integrate himself within the culture of the second language group to identify himself with and become a part of that society.

Learners who are instrumentally motivated have self-oriented reasons for learning the language (i.e getting a better job or meeting 'right' friends) and they are mainly interested in the target group for the purposes of personal satisfaction (interesting the language or the cultural of the people). Integrative motivation will be manifested that the learners will learn more about the other cultural community for the learners have integrative motivation have to specific characteristics, such as inquisitiveness, openness, to new ideas and certain behavioral patterns (Marianne and Murcia, 1985:4). For a example, TOEFL (Test of Foreign English Language) is an instrumental motivation. It is one of factors to get an abroad education. Whereas, for an

integrative motivation is a student exchange which is usually found in the cooperation of international education and culture.

## **2.2.2 Intelligence and Personality**

### **2.2.2.1 Intelligence**

Intelligence is an ability to act purposely, to think rationally, and to deal effectively with the environment (Hatch, 1983:225). Gage and Berliner (1984:73) explain that intelligence is the ability to learn, particularly the ability to learn and use the abstractions of the kind involving the words and the other symbols. It is also defined as an ability to solve problems. From explanation above, it can be assumed that intelligence is an ability to learn and think rationally in solving the problems.

Hatch (1983:225) also says that intelligence is possibly believed as a factor that may influence one's abilities in all areas. He divides the factors of intelligence into two categories. They are a general factor that underlies all performances, and a specific factor, it influences the specific abilities.

Many individuals of various ages have the different of sorts of thinking to learn. Learning a foreign language, between children and adults is different. Adults between the ages of 20 and 40 can learn it more rapidly than the children between the ages of 8 and 12. The peak of intelligence reaches at about 17-18, 20, there does not decrease in the intelligence, and 30-40, there is a steady slight decline (not so great). The reports emphasize the enormous individual differences in the intelligence at all ages. These

studies on the growth of intelligence and the growth of learning ability all show that childhood is eminently the period of rapid growth, adolescence is the period when growth begins to slow down, early manhood is the period of full mental power (Pintner *et al*, 1966:34-35).

#### 2.2.2.2 Personality

Personality is the integration of all of a person's traits, abilities, and motives as well as his or her temperaments, attitudes, opinions, beliefs, emotional responds, cognitive styles, character and morals. It can be assumed that it encompasses all aspects of human behavior (Gage and Berliner, 1984:165).

According to Leontiev (1981:12), the most important element of defining man's personality is the social relationships into which he enters. Man enters into these social relationships through his activities.

There are four specific personality factors considered in human behavior, and they will be related to the language learning. They are:

a. Egocentric factor.

It is a one's view of self and its relevance to language learning.

b. Transactional factor.

It is how the self is transacted to others.

c. Motivational factor.

d. A sketch of Community Language Learning as an instance of an affectively based teaching method (Brown, 1980:102).

Personality of each people is different. It may depend on a system of motives supporting their activities. The fact can be seen from the child's personality. It is being formed, a great deal depends on motives and aims set for him or her (Leontiev:1981:18-19). Myers *et al* (1975:64-68) add that there are four aspects influence the forming of the children personality. They are experiences, family relationships, friendships, and plays.

### 2.2.3 Memory

Memory is a process of imprinting, storage, and reproduction of individual experience. It is linked to the human activities aiming at the retention of a given material, not storage only but also the transfiguration of the material (Leontiev, 1981:51).

Leontiev (1981:55) also mentions the basic problems of memorizing in the foreign language learning. They are:

- a. Improving the memorizing of the foreign vocabulary.
- b. Improving the memorizing of the foreign grammar.
- c. Improving the processes of direct memory in relation to grammatical and semantic components of the foreign utterances, particularly in the process of the construction.

d. Improving the process of operative memory in comprehension, memorizing, and reproducing the meaning of a foreign text.

Specifically, Leontiev (1981:55) adds the aims of memorizing words in the foreign language learning. The learners can mention at least two aims, namely, active reproduction in speech and recognition in a text and use in its comprehension.

This is

#### 2.2.4 Intention or Readiness to Learn

Perkins (1969:369-370) says that readiness is an inner dynamic or a product maturation. It will always develop from day to day. Furthermore, a man's readiness may not be the same each other because the human development and learning ability differ. The quality of the human development which is shown by the increasing of maturation, learning, and experience is called readiness.

Perkins (1969:369) adds that if the pupils are ready for a learning experience, they can learn more quickly, efficiently, and effectively. Their interest in readiness can also be reflected in their development of sequential organizations of subject matter for successive grades in school. From the explanation above, it appears that readiness can show the stage or quality of mental development.

Mackey (1965:125) explains readiness as follows:

"A person who wishes to do something gets ready to do it by awakening certain responses and mental associations. This is what gives direction to his learning; and it is an important factor in comprehension".

From the explanation above, it can be said that it is important to be ready if a person wants to do anything. Because it gives a direction to his or her learning.

According to Myers *et al* (1975:122-130), the factors that determine readiness are:

**a. Maturation**

This concept is a factor producing the raising of behavior change, because there is an achievement of learning from child to adult.

**b. Experience**

The previous experiences can produce readiness better.

**c. Relevance of materials and methods of instruction.**

It can refer to the capacity and interest of learning.

**d. Emotional attitudes and personal adjustment.**

It is occurred if a person finds the failure of the previous experience, or the existing difficulties.

### 2.2.5 Emotion

Emotion is not a reaction to an event but a means of evaluating a situation and relating it-thus influencing one's behavior in that situation. It can help to decide how to behave in a given situation. Its form can be connected with man's life in society (Leontiev, 1981:68).

There are some elements influence emotion. Myers *et al* (1975:60) mention that they are maturation, condition of learning respond , and imitation of the emotion of others.

Emotion can influence learning or other activities. Leontiev (1981:71) mentions that there are some conditions influence emotion. They are:

- a. The correlation between motive and aim of the activity.
- b. The presence in a given situation, such as, the evaluation of task as being difficult (too difficult), entailing great responsibility, a subjective insufficiency of time, negative remark from a teacher or friend.
- c. The emotional of mood, affective traces from previous success or failure, an established emotive attitude to a given teacher.
- d. The peculiarities of the student's personality and the type of higher nervous activity.

## 2.3 Learning

### 2.3.1 The Definition of Learning

Mainly, learning is a process of acquiring or getting of a knowledge of a subject or a skill by study experience. It can cause a change in behavior (Brown, 1980:7). Pintner *et al* (1966:61) say that learning is an active process because there is an enrichment of knowledge. From the definition above, it can be said that learning is an active process to acquire or to get a knowledge and a skill.



### 2.3.2 The Theory of Learning

The theories of learning are divided into two main categories. They are cognitive theory, and associative theory. The cognitive theory is concerned with knowledge and learned by insight, interpretation, and solving problems. The second ones is concerned with responses and learned by trial and error (Mackey, 1965:125).

### 2.3.3 The Types of Learning

According to Pintner *et al* (1966:54-58), the types of learning are as follows:

#### a. Observational Learning

It consists of three parts. They are:

##### - Interrelationships

It is characterized by attention the representation of the objects (not symbols) interrelated. The occurred result is a perception relating the objects.

##### - Insight

It is characterized by attention the pertinent relations. It may produce the conceptual thinking.

##### - Imitation

Is is characterized by attention a tendency to repeat the observed actions of others. It may be conscious or unconscious.

**b. Trial and Success Learning**

It is also called *Trial and Error Learning*. It is characterized by selecting of successful variants after repeated efforts. It is purposive which means that learning is directed toward a goal and each step in the process, successful or not, is planned.

**c. Generalization**

It is a concept of formation produced from the experience. The experience is recognized, abstracted, and then transferred into a concept.

**d. The Project Method**

It is characterized by planning, organizing, and checking a matter.

**e. Problem Solving**

It is characterized by the habits of thinking to solve problems.

**f. Incidental Learning**

It is characterized by responding the total of the stimulus pattern involving the perceived relations effectively.

**g. Primary and Concomitant Learning**

It is a way or an effort to comprehend any particular study objectively.

## CHAPTER III

## THE METHOD OF RESEARCH

**3.1 Method of Research**

Surakhmad (1972:121) says that method is a way to reach a goal, for example, to test a series of hypothesis by using a certain technique and instrument. Based on the definition above, method is a way how to carry out a research in order to attain the required goal.

According to Hadi (1976:4), "research is an effort to find, to develop and to test the truth of knowledge, which it is done by using the scientific method". Best (1981:18) defines a research as follows:

"Research may be defined as the systematic and objective analysis and recording of controlled observations that may lead to the development of generalization, principles or theories, resulting in prediction and possibly ultimate control of events".

Based on the definitions above, it can be assumed that research is a scientific activity of scientific study to test the truth of knowledge, and it may be finding the new information of a research object.

The method of research that is used in this thesis is descriptive method. Best (1981:25) explains that the process of descriptive research involves the description,

recording, analysis and interpretation of condition that exist. So, it can be said that descriptive method explains the interpretes of the existing condition. The interpreting is resulted from the collected data. The data will be collected by using a questionnaire and an interview.

### **3.2 Hypothesis**

The hypothesis in this study is that age and psychological aspects can influence the students in the process of learning English. The formulated hypothesis can be rechecked because it is a prediction. It can be refused if the fact is false, and it can be accepted if the fact is true. The refusal and acceptance depend on the results of the collected data.

### **3.3 Population and Sample**

#### **3.3.1 Population**

Population is "any group of individuals that have one or more characteristics in common. It may be all individuals of a particular type or more restricted part of that group" (Best, 1981:8). Mandalis (1990:53) says that population is all individuals that become as the source of selecting sample. From the definitions above, population is any group of individuals that is used as a source of selecting sample.

The population of this research is the students of Jelly's Scientist Group (JSG) Jember.

### 3.3.2 Sample

Mandalis (1990:56), says that "sample is a part of all individuals that is defined as a research object". Beside that, Best (1981:8) explains that "a sample is a small proportion of the population selected for observation and analysis". From the definitions above, it is assumed that a sample is a small part of a population that is selected as a research object.

Sampling is an important procedure because the valid inference or generalization of the research's result from the sample to the population depends on sampling. According to Best (1981:8), that "the process of sampling makes it possible to draw valid inferences or generalization on the basis of careful observation of variables within a relatively small proportion of the population".

Actually, there is not a tight rule to determine the number of a sample. How many percentages of a sample must be taken from the population. It is generally determined by the practical considerations. The idea is explained by Kartono (1990:135) as follows:

"The researcher usually determines the number of the population based on the practical considerations such as the budget, the opportunity, the limited of time, the researcher intellegent, other certain characteristics of the social phenomena that is done by the researcher".

The technique of chosing the sample in this study is the simple random. It means that the individuals are chosen in such a way that each has an equal chance of being selected, and that each choice is independent of any other choice (Best, 1981:9). For

this research, the individuals are taken from a class study while it is running. Then, they are given a clarification about what subjects are expected. Whereas, the name of the individuals previously have prepared by lottery.

In this research, the sample is taken about 50% from the total number of the population. They are the students of Jelly's Scientist Group (JSG) Jember, second term of 1997 academic year and are 11-15 years old. The number of the students is about 40.

#### 3.4 Type of Data

The types of data in this study are qualitative and quantitative data. The data are collected from the questionnaire and interview.

The qualitative data are data that describe the results of the research into the writing word. It is based on the idea of Moleong (1993:3), the method of qualitative research is a research procedure of which the results may like to the writing word or oral from the people and behaviour that can be analyzed or observed.

The quantitative data are data that are described in the number form of an object or variable which the number becomes the part of the measuring. It is based on the idea of Lahunussa (1988:105), that a quantitative research is a research uses the number method to describing an object or variables in which the number becomes the part of measuring. Best defines (1981:154) that "quantification is as a numerical method of describing observation of materials or characteristics".

### **3.5 Data Collection**

In this study, the data are collected from the questionnaire and interview. Kartono (1990:7) says that questionnaire is a technique of collecting data by means of forms which contains the written questions that are distributed to the people or a group of people in order to gain the answers or responds and informations that are required by the researcher. From the definition above, questionnaire is the form of the written questions which is distributed to the respondents in order to get the informations of the observed object.

The type of the questionnaire in this study is the close-form questionnaire. The respondents are expected to give a short answer with circling one of two options, *yes* or *not*. The collected data are tabulated and calculated.

Interview is meant to support the collected data of the questionnaire. The interview is recorded, and then, it is transcribed to analyze and interpret. In this study, the questionnaire and interview are conducted by using Indonesian language.

### **3.6 Type of Analysis**

Data analysis is a process of organizing and ordering the data in the design, category, and set of basic analysis, so that it can be found a theme and formulated a working hypothesis, like the required data (Moleong, 1993:103). From the explanation above, the functions of the data analysis are to organize the data which may refer to arranging, ordering, grouping, giving a code, and classifying.

The type of analysis in this study is descriptive analysis. It is based on the idea of Best which gives a term of descriptive research as follows :

"It involves the description, recording, analysis, and interpretation of condition that exist. It involves some types of comparison or contrast and attempts to discover relationships between existing nonmanipulated variables"(1981:25).

So, descriptive analysis refers to the description, recording, analyzing, and interpretation of condition that exist. The researcher do not only collect and arrange the data, but also analyze and interpret them, which is used to describe the results of the questionnaire and interview.



## CHAPTER IV

## DISCUSSION AND ANALYSIS

The discussion and analysis in this study are based on the collected data. They are seen in tables and described in percentage. The existing tables involve the responses of the JSG's students in Jember about age and psychological aspects in the process of learning English.

#### 4.1 The Students' Responses about Age in the Process of Learning English

They will be seen in table 1. In table 1, age of the students is divided into three categories, 11-12, 13-14, and 15 years old. The categorization is based on their school level. The students's responses can be seen in table 1, as follows:

TABLE 1

Categorization of Age	Q	RESPONSES		TOTAL	PERCENTAGE	
		Y	N		Y	N
11 - 12	1	5	1	6	83,3	16,7
	2	2	4		33,3	66,7
	15	2	4		33,3	66,7
13 - 14	1	16	10	26	61,5	38,5
	2	4	22		15,4	84,6
	15	7	19		26,9	73,1
15	1	7	1	8	87,5	12,5
	2	2	6		25	75
	15	4	4		50	50

Source: Questionnaire processed  
Y=yes ; N=no

#### 4.1.1 Analysis and Interpretation

The students's responses of number 1, they think that age can influence their ability of learning English. Whereas, for number 2, they do not agree that adolescence is more successful or have more ability than children for learning it. The descriptions can be seen from the students's responses in table 1. For the number 1, the students of age 11-12 choose *yes* about 83,3% and *no* option about 16,7%, 13-14 choose *yes* about 61,5% and *no* option 38,5%, 15 choose *yes* 87,5% and *no* option 12,5%. But, the number 2, the students of age 11-12 choose *yes* about 33,3% and *no* option about 66,7%, 13-14 choose *yes* about 15,4% and *no* option 84,6%, 15 choose *yes* 25% and *no* option 75%.

The students's responses can be understood. They assume that it is difficult for their age to acquire the English materials. For them, English is a new material and then they formally have to learn it at school as a subject. Besides that, they do not have many previous experiences to learn it (see question number 15, the students of age 11-12 choose *yes* about 33,3% and *no* option about 66,7%, 13-14 choose *yes* about 26,9% and *no* option 73,1%, 15 choose *yes* 50% and *no* option 50%). Because of that, to learn it, they will tend to acquire what materials they are collected before, but they will react if they need a guidance to overcome their difficulties.

The following interview will explain the description.

I : What do you think about learning English?

R : English is a subject which I have to learn at school formally. Because it is a new material, I have a problem to learn it. Above all, I almost never receive previous experience to learn it.

I : How do you learn it?

R : I will tend to learn it according to what materials I acquire before.

I : If you get a problem for your learning, what do you do?

R : I will react, by looking for guidance, to overcome the difficulties.

Virtually, to learn a language, experience is an important thing for learners. It can be collected from their world of actions and things. Their ability of learning a language will be better if we have many experiences. Mackey (1965:107) says that a child having an increasing experience is always connected with an increasing language learning. Besides that, at the age of child, the capacity of acquiring a new material is greater. Therefore, at the age is the chance to search so many experiences that they have a good ability to learn English. Above all, it is the age of growth.

#### 4.2 The Students' Responses about Psychological Aspects in the Process of Learning English

They will be seen in table 2. Psychological aspects in table 2 refer to motivation, intelligence, personality, readiness, memory and emotion. The students's responses can be seen in table 2 as follows:

TABLE 2

Psychological Aspects	Q	RESPONSES		TOTAL	PERCENTAGE	
		Y	N		Y	N
Motivation	3	39	1	40	97.5	2.5
	4	37	3		92.5	7.5
Intelligence	5	31	9	40	77.5	22.5
	6	15	25		37.5	62.5
Personality	7	22	18	40	55	45
	8	26	14		65	35

Psychological Aspects	Q	RESPONSES		TOTAL	PERCENTAGE	
		Y	N		Y	N
Memory	9	35	5	40	87.5	12.5
	10	33	7		82.5	17.5
Readiness	11	21	19	40	52.5	47.5
	12	32	8		80	20
Emotion	13	22	18	40	55	45
	14	24	16		60	40

Source: Questionnaire processed

Y=yes; N=no

Questions number 3 and 4 refer to *motivation*. The students's responses for number 3 are *yes* about 97,5% and *no* about 2,5%, and for number 4, they choose *yes* about 92,5% and *no* about 7,5%.

Questions number 5 and 6 refer to *intelligence*. The students's responses for number 5 are *yes* about 77,5% and *no* about 22,5%, but for number 6, they choose *yes* about 37,5% and *no* about 62,5%.

Questions number 7 and 8 refer to *personality*. The students's responses for number 7 are *yes* about 55% and *no* about 45%, whereas for number 8, they choose *yes* about 65% and *no* about 35%.

Questions number 9 and 10 refer to *memory*. The students's responses for number 9 are *yes* about 87,5% and *no* about 12,5%, and for number 10, they choose *yes* about 82,5% and *no* about 17,5%.

Questions number 11 and 12 refer to *readiness*. The students's responses for number 11 are *yes* about 52,5% and *no* about 47,5%. For number 12, they choose *yes* about 80% and *no* about 20%.

Questions number 13 and 14 refer to *emotion*. The students's responses for number 13 are *yes* about 55% and *no* about 45%. For number 14, they choose *yes* about 60% and *no* about 40%.

#### 4.2.1 Analysis and Interpretation

##### A. Motivation

The students's responses of number 3 show that motivation can influence their ability of learning English. Whereas, for number 4, they agree to a statement that with a high motivation, the learners will be more successful for learning it. The descriptions can be seen in table 1. For number 3, the students's responses are *yes* about 97,5% and *no* option about 2,5%, whereas, for number 4, they choose *yes* about 92,5% and *no* option about 7,5%.

Generally, the students's responses of question of number 3 are based on their little experience of English. Because of that, they are motivated to learn it better. It is expected to reach the achievement of English ability. They believe that motivation have an important role in their achievement of learning capability and can influence their success or failure of English learning.

A high motivation of the students can be seen when they are involved in English Education outside of class. They hope that it can collect so many experiences that their ability of learning English can be achieved. They believe that experience can give the different effects to learn English. Gage and Berliner (1984:409) say that the success or failure experience will have the different effects.

Marriane and Murcia (1985:5) add that motivational intensity can be measured by asking the students about their interest in the required work in the foreign language course, the efforts to improve their language skill outside of class and personal desire to continue study of the language.

The description can be seen from the following interview.

I : What motivated you to learn English?

R : I want to achieve an English knowledge. I believe that it is not enough if I only learn it at school. Involved in English outside of class is my effort to improve/achieve the English ability.

I : Why are you interested in the English outside of class?

R : Because I have a little experience of English language.

Virtually, motivation is not an indispensable condition of learning. When a good condition for learning, the learners will be motivated, included a satisfying and successful condition. David P. Ausubel (1968:365) says that the satisfaction and successful educational achievement of learning will develop the motivation to learn more.

He also adds that the learners who have little need to know and understand, they will have little learning effort, so they do not devote enough time and effort to practice and review.

## **B. Intelligence and Personality**

### **B.1 Intelligence**

The students's responses of number 5 show that intelligence can influence their ability of learning English. Then, for number 6, their responses show that they do not agree to a statement, a learner of a higher intelligence (IQ) is more successful to learn English. The descriptions can be seen in table 1. For number 5, they choose *yes* about 77,5% and *no* option about 22,5%. Whereas, for number 6, they choose *yes* about 37,5% and *no* option about 62,5%.

In this study, intelligence is identified with achievement. Gage and Berliner (1984:82-83) say that intelligence tests are achievement tests, namely tests of the achievement of knowledge, skill, and ability. But, intelligence will suggest something determined by innate factors which seems merely develops along a predetermined pattern, given a '*normal*' environment. Whereas, achievement will suggest something acquired or learned. It is the production of an active learning process helped along by instruction and educational activity.

As everyone knows, intelligence is measured with test. The result of test is scored and then collected. It is one of the most important dimensions of human beings

in relation to educational achievement (Gage and Berliner, 1984:86). But, the high intelligence can not guarantee the good ability of learning English of the students. Because, there is a factor considered, included environment and the aim of doing a intelligence test.

David P. Ausubel (1968:228) says that intelligence test aims to derive:

- a. to measure verbal ability and predict school performance, not ability or performance in the mechanical and social areas;
- b. any intelligence test can be expected only to measure functional or operating capacity at a given point of development rather than innate potentiality itself. Adequacy of environment stimulation is always a significant determinant of functional capacity and hence affects performance on an intelligence test.

## B.2 Personality

The students's responses of number 7 show that personality can influence their ability of learning English. Then, for number 8, their responses show that they agree to a statement, a learner of a good personality is more successful to learn English. The descriptions can be seen in table 2. For number 7, they choose *yes* about 55% and *no* option about 45%. Whereas, for number 8, they choose *yes* about 65% and *no* option about 35%.



No child can develop properly or learn effectively if his personality needs are disregarded. Myers *et al* (1975:48) mention that the important personality needs are as follows:

a. Need for status

Every child wants recognition and attention. He craves the esteem of his teachers, parents and peers.

b. Need for security

Children desire regularity and stability in their lives. Too much uncertainty as to how they stand in their group or excessive anxiety as to whether they will pass or fail a course creates a very unwholesome condition for them.

c. Need for affection

Everyone craves love. The good teacher is one who genuinely likes his pupils. A child becomes uneasy and restless when he discovers that he is not liked by his teacher.

d. Need for independence

Children want to take responsibility and to make choices that are commensurate with their abilities. The wise teacher will give children an opportunity to satisfy this need in the many classroom activities that are arranged.

e. Need for competence

The child seems to struggle for a sense of effectiveness. He actively seeks stimulation from his environment and seems happiest when he can gain some control over it.

The learners personality can be achieved. The achievement is derived from the achievement of motivation. David P. Ausubel (1968:395) explains that there are two components of motivation achievement. They are:

1. Affiliative Drive

It is derived from status, namely, it is not concerned by achievement as a source of primary or earned status, but depends on intrinsic acceptance, namely by superordinate persons (parents, teachers) or groups with whom the learners identifies.

2. Ego-enhancement Drive

It is concerned with achievement as a source of earned status.

The two components tend to vary depending on both individual interpersonal experience with parents and cultural and social class factors.

The poor personality adjustment will be associated with inferior academic achievement. According to David P. Ausubel (1968:410), it is considered from the correlation with the lower social class status and cultural deprivation.

### C. Memory

The students's responses of number 9 show that memory can influence their ability of learning English. Then, for number 10, their responses show that they agree to a statement, a learner of a good memory is more successful to learn English. The descriptions can be seen in table 1. For number 9, they choose *yes* about 87,5% and *no* option about 12,5%. Whereas, for number 10, they choose *yes* about 82,5% and *no* option about 17,5%.

The problems of memorizing are not only how the learners can be the retention of given materials, but also how they can be reproduction the materials. The difficulty of memorizing of the students to learn English is reproduction the given materials in speech and recognition it in a text (writing).

The following interview will support the explanation.

I : Do you have a problem for your memorizing to learn English?

R : Yes

I : What things do you have?

R : I am too difficult to make reproduction it in speech and recognition it in a text.

I : Why?

R : I may not learn comprehensively. I tend to learn the English materials after they are touch and also prepare what materials will the teacher give. The important thing is how I can finish the given English tests, so I can make a good value.

The interview shows that their memorizing is not effective because they tend to learn the prepared materials before by teachers. So, they may not learn it *comprehensively*.

#### D Readiness

The students's responses of number 11 show that readiness can influence their ability of learning English. Whereas, for number 12, they believe that a learner of a good readiness can more successful to learn English. The descriptions can be seen in table 2. For number 11, they choose *yes* about 52,5% and *no* option about 47,5%. For number 12, they choose *yes* about 80% and *no* option about 20%.

Actually, the students do not get a ready to learn English. Firstly, they learn it in the secondary school which have to learn as a subject. It is said that they do not have many previous experiences to learn it. To achieve their ability, they have to receive the English materials so many by the experience study.

The following interview can support the description.

I : Are you ready to learn English?

R : not yet.

I : What argument do you have?

R : Because I do not have many previous experiences. I acquire it as a subject at school which I have to learn. Unless, I may not have a good English experience.

But they believe that they can achieve their ability of learning English when they have many English experiences. The result of an interview is as follows:

I : Do you believe that you can achieve your ability of learning English?

R : Yes, I believe it. From day to day, I will acquire many English materials. It means that I will have many experiences of English.

### E. Emotion

The students responses of number 13 show that emotion can influence their ability of learning English. Whereas, for number 14, they agree that a good reaction of learning condition can influence the successful of learning English. The description can be seen in table 2. For number 13, they choose *yes* about 55% and *no* option about 45%. For number 14, they answer *yes* about 60% and *no* option about 40%.

In this study, emotion is the change of the students's behaviour for a certain given situation in learning English. When the students have the problems/difficulty for learning it, they involve in the English education outside of class. It is the result of evaluating related to the experience of learning it. They hope that there is the achievement of the English ability.

The description will be explained in the following interview.

I : How can you involve in the English study outside of class?

R : Because I want to achieve the ability of learning English.

I : Do you believe it?

R : Yes, I do. Involving for it, what problems I find to learn English may be reduced.

From description above, the influence of the process of learning English for the students is existed because the respond of a given situation.

#### 4.3 The Students' Responses about Influence of Age and Psychological Aspects in the Process of Learning English

These responses refer to competence and performance expression. Competence can be seen in table 3, and performance can be seen in table 4. Competence consists of three questions. They are questions number 16, 17 and 18. Whereas, performance consists of four questions. They are questions number 19, 20, 21 and 22. Competence is divided into word, meaning and grammar and structure. Performance is divided into writing, speaking, reading and listening. The students's responses can be seen in table 3 and table 4 as follows:

TABLE 3 : COMPETENCE

Q	COMPETENCE						TOTAL	PERCENTAGE	
	WORD		MEANING		G & S			Y	N
	Y	N	Y	N	Y	N			
16	17	23	-	-	-	-	40	42.5	57.5
17	-	-	29	11	-	-	40	72.5	27.5
18	-	-	-	-	16	24	40	40	60
	17	23	29	11	16	24	120		

Source : Questionnaire Processed

G & S = Grammar and Structure

Y = yes ; N = no

TABLE 4 : PERFORMANCE

Q	PERFORMANCE								TOTAL	PERCENTAGE	
	WRITING		SPEAKING		READING		LISTENING			Y	N
	Y	N	Y	N	Y	N	Y	N			
19	13	27	-	-	-	-	-	-	40	32.5	67.5
20	-	-	18	22	-	-	-	-	40	41	59
21	-	-	-	-	30	10	-	-	40	75	25
22	-	-	-	-	-	-	15	25	40	37.5	62.5
	13	27	18	22	30	10	15	25	160		

Source : Questionnaire Processed

Y = yes ; N = no

## TABLE 3

Question number 16 refers to *word/vocabulary*. The students responses are *yes* about 42,5% and *no* about 57,5%.

Question number 17 refers to *meaning*. The students responses are *yes* about 72,5% and *no* about 27,5%.

Question number 18 refers to *Grammar and Structure*. The students responses are *yes* about 40% and *no* about 60%.

## TABLE 4

Question number 19 refers to *writing*. The students responses are *yes* about 32,5% and *no* about 67,5%.

Question number 20 refers to *speaking*. The students responses are *yes* about 41% and *no* about 59%.

Question number 21 refers to *reading*. The students responses are *yes* about 75% and *no* about 25%.

Question number 22 refers to *listening*. The students responses are *yes* about 37,5% and *no* about 62,5%.

### 4.3.1 Analysis and Interpretation

#### A. Competence

The process of learning for English meaning is better than word/vocabulary and Grammar and Structure. The context of meaning in this study is how they can learn and interpret an English text. Of course, it is an Indonesia language. Why they are more capable for meaning?

The description can be seen from the following interview.

I : What you think about meaning of an English text?

R : How I have to interpret a text by looking for the meaning in the dictionary.

I : In the context, can you be said to understand about meaning?

R : Yes, by asserting it, I will learn it better.

The mastery of word/vocabulary for the students are limited to what materials they are acquired, especially the materials are found from the teaching. They are more acquiring than developing it themselves. Beside that, the learning situation does not support for the vocabulary builder. The following data is the result of an interview.

I : Why do you have the mastery of low word/vocabulary in a English language?

R : Because I tend to learn it according to what materials I have been acquired or touch. Beside that, the learning condition does not drive the vocabulary builder.

The students learning of Grammar and Structure is low. The reason is similiar with their learning of word//vocabulary, namely, they are more acquiring the materials according to what they are touch.



### **B. Performance**

The high English learning of the students is reading, and the most low learning is writing. In the sense, the term of reading is how they can read the English text which is learned or touch. Their learning is good because the learning situation is supporting it. The material intensity is high in the English teaching from the others. Whereas, learning of writing English get seldom to pay an attention, and speaking and listening are too. Learning English speaking is more emphasized or based on a text than a fluent conversation orally, and the ability of listening is pressured to what materials said from in the material teaching.

## CHAPTER V

### CONCLUSION

There are some arguments about the influence of the psychological aspects in the process of learning English on the students of the Jelly's Scientist Group (JSG) Jember, second term of 1997 academic year. Based on the collected data, the psychological aspects can influence the process of learning English. The influence varies because the affected aspects are different from person to person. The aspects consist of age, motivation, intelligence, personality, memory, readiness, and emotion. Whereas, the influence refers to competence and performance expression. Competence includes word/vocabulary, meaning and grammar and structure. Performance include writing, speaking, reading and listening.

The most highly aspect for influencing the students in the process of learning English is motivation. Motivation can be used to show the achievement of learning English. It can be seen in their involving of English study outside of class. It is a motive to improve/achieve their English ability or reach many English experiences. The explanation can be viewed on the collected data, either questionnaire or interview. The students, about 97,5% from the total number, give a positive respond that motivation can influence their process of learning English.

The greatest influence of students' competence is grammar and structure. All of them are almost difficult to learn grammar and structure. They give the respond it about 60% from the total number in the questionnaire. They understand meaning and word/vocabulary better than grammar and structure. On the context, meaning is how they can interpret an English text into a target language (Indonesian language). Whereas, they tend to learn it according to what materials they are previously acquired.

The most highly influence of students' performance is writing. They are almost difficult to do it, because their process of learning do not get an attention in the language teaching or learning effectively.

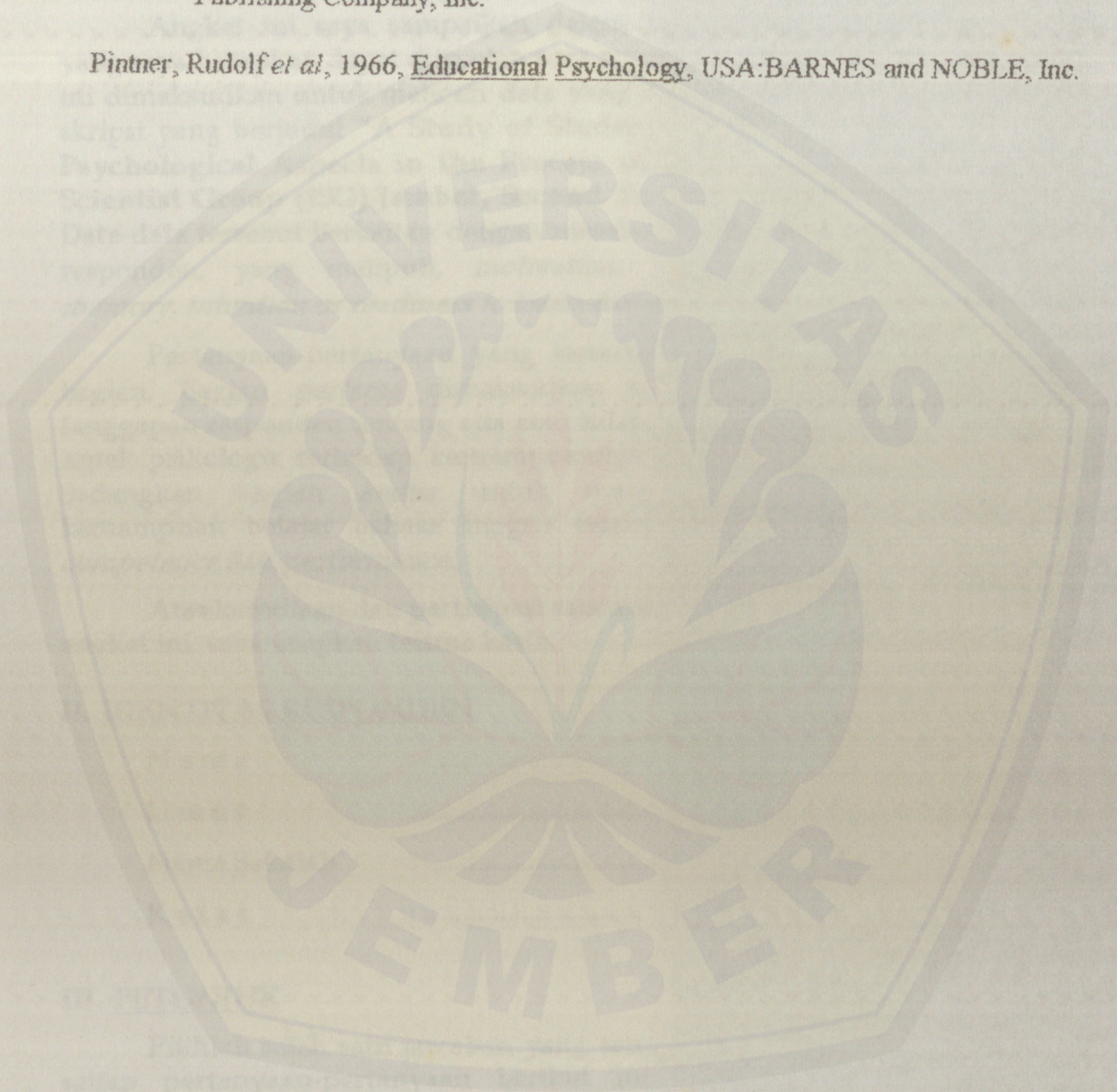
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ANGKET RESPONDEN

**I. PENDAHULUAN**

Angket ini saya sampaikan dalam bentuk pertanyaan-pertanyaan yang saya harapkan dapat diisi oleh para responden dengan sebenarnya. Hal ini dimaksudkan untuk mencari data yang saya perlukan dalam penulisan skripsi yang berjudul "A Study of Students' Opinion About Age and Psychological Aspects in the Process of Learning English in Jelly's Scientist Group (JSG) Jember, Second Term of 1997 Academic Year". Data-data tersebut berkaitan dengan masalah-masalah umur dan psikologis responden, yang meliputi, *motivation, intelligence and personality, memory, intention or readiness to learn, dan emotion.*

Pertanyaan-pertanyaan yang tersedia akan terbagi dalam 2 (dua) bagian. Bagian *pertama* dimaksudkan untuk mengetahui tanggapan-tanggapan responden tentang ada atau tidaknya pengaruh umur dan aspek-aspek psikologis terhadap kemampuannya dalam belajar bahasa Inggris. Sedangkan bagian *kedua* untuk mengetahui tanggapan-tanggapan kemampuan belajar bahasa Inggris responden yang berkaitan dengan *competence dan performance.*

Atas kesediaan dan partisipasi saudara dalam menjawab atau mengisi angket ini, saya ucapkan terima kasih.

**II. IDENTITAS RESPONDEN**

Nama : .....  
Umur : .....  
Nama Sekolah : .....  
Kelas : .....

**III. PETUNJUK**

Pilihlah salah satu jawaban yang saudara anggap paling benar pada setiap pertanyaan-pertanyaan berikut ini dengan memberikan tanda lingkaran.



