

CHAPTER IV

FINDINGS AND DISCUSSION

A. Finding

The findings explored members' attitude toward English and the components of attitude in language learning.

1. Affective

The researcher analyzed the affective aspects of each sample through the first and second statements that was "English is one of language in daily activity which is extremely useful" and "I enjoy Speaking if I can choose what I want to speak". In addition, the researcher conducted several questions in interview to find out more in the reasons behind their responses to the questionnaire they have got. Those both responses of affective aspect through the questionnaire summarized as described above.

The responses of "English is one of language in daily activity which is extremely useful" obtained were 1 samples for Strongly Agree, 10 for Agree, 7 for Disagree and 0 for Strongly Disagree. The responses of "I enjoy Speaking if I can choose what I want to speak" were 6 for Strongly Agree, 11 for Agree, 1 for Disagree and 0 for Strongly Disagree.

By asking both "English is one of language in daily activity which is extremely useful" and "I enjoy Speaking if I can choose what I want to speak" in the beginning of the questionnaire, found 1 samples that give "Strongly Agree" and 11 samples "Agree" response to the statement "English is one of language in

daily activity which is extremely useful” generally assume that speaking is activity that useful due to its benefits as a world window to add insight due to the fact that speaking is an activity can be used as a source of information and knowledge. Speaking is considered as a good activity to be used as an alternative even to the hobby of spending time and also needs for students who still absorb information from various sources as well.

Some also see speaking as a basic activity in getting information and communication. This is because speaking is also the main source that is used as the basis of doing other activities such as reading and writing. The simplest thing that can be obtained from speaking is developing pronunciation skill to be correct and fluent which is often influenced by the mother tongue, because good pronunciation will make communication more effective in delivering messages. A “Disagree” response that directed at the statement argued that although speaking is an important activity, it can still be replaced by other activities that can also be sources of information such as watching videos and listening audios so that the role of speaking as a useful activity does not become the main alternative.

The 6 “Strongly Agree” and 11 “Agree” responses of “I enjoy speaking if I can choose what I want to speak” means all samples have positive attitude toward the statement. Mostly, they assume that when choosing their own speaking material according to their own wishes and when based on their own choices, they tend to choose topics that are appropriate to their interests. Therefore, speaking activities become more relaxed and will make it easier for them to speak the material in its entirety and understand it well. Speaking activities will also not be

boring even for those who do not like to speak. Moreover, they will look for the material with more quantity than usual because of that interest.

Some of them said that even though they speak English in order to complete their assignment which is in case meant they were not speaking because they wanted to, they could choose speaking material that was appropriate to the level of speaking ability they had. Due to the fact that process of communication is good, in the end they can develop the information they get from speaking activities better. At this point, speaking activities will have a positive impact of them.

2. Behavioral

Statement 3 (I never / seldom read the literature in English before starting English section), statement 9 (There are many different topics of English debating materials in LiDS Educia that is why I enjoy speaking), and statement 10 (Lids Educia has interesting materials and activities that is why I learn more English better after doing Lids Educia activity) aimed to analyze Behavioral aspects of LiDS EduciaMembers' Attitude toward English

“I never / seldom read the literature in English before starting English section” got 0 Strongly Agree, 5 Agree, 10 Disagree, and 3 Strongly Disagree. “There are many different topics of English debating materials in Lids Educia that is why I enjoy speaking” (Figure 4) obtained 4 Strongly Agree, 9 Agree, 5 Disagree, and 0 Strongly Disagree. For “LiDS Educia has interesting materials and activities that is why I learn more English better after doing LiDS Educia activity” the responses of Strongly Agree is 4, Agree is 10, Disagree is 4, and

Strongly Agree is 0. All of those responses summarized as follows.

Conducting these three “I never / seldom read the literature in English before starting English section”, “There are many different topics of English debating materials in LiDS Educia that is why I enjoy speaking”, and “LiDS Educia has interesting materials and activities that is why I learn more English better after doing LiDS Educia activity” in the questionnaire, the researcher found 5 “Agree” responses of “I never / seldom read the literature in English before starting English section”.

Those who do not like speaking assume that speaking was very boring and had a high level of difficulty. They will only speak when there is a necessity such as speaking the debate materials. They also only speak without understanding the debate material as a whole. As for those who really like to speak at first, they only focus on the debate material according to topic that interests them only. They will not consider topic does not appeal to them. So they will only focus on certain topics.

After LiDS Educia activity, in general those who do not like to speak are motivated to speak because during the LiDS Educia activity, they are accustomed to speaking various topics by choosing their own debate material. Meanwhile, those who like to speak certain topics just start speaking other topics because in the LiDS Educia activity they are introduced to various new topics. In general, those who do not like or like to speak are easy to understand various topics of debate material that were previously difficult to understand due to LiDS Educia activity.

The 10 “Disagree” and 3 “Strongly Disagree” of “I never / seldom read the literature in English before starting English section” responses tell that they have often read before starting English debate section. In addition, others say that they also like to read before even though only in certain topics. Therefore, in general they assume that reading English literature before starting English debate section helps them in mastering vocabulary.

The 4 “Strongly Agree” and 9 “Agree” of “There are many different topics of English debating materials in LiDS Educia that is why I enjoy speaking” responses regard that the LiDS Educia used a variety of methods followed by interesting and varied debate material. Organization Committee of Lids Educia introduce and develop new methods at each meeting. They choose and find the desired English debate material and the way to develop their members’ speaking ability, so that the activities becomes enjoyable.

The 4 “Disagree” of “Lids Educia has interesting materials and activities that is why I learn more English better after doing Lids Educia activity” responses reasoned that the topics offered are many, but still not attractive to them because basically they have no interest in speaking. Debate materials in Lids Educia are not enough to increase their speaking interest.

“LiDS Educia has interesting materials and activities that is why I learn more English better after doing LiDS Educia activity” has 4 Strongly Agree and 10 Agree responses. Most respondents explained how the activity became interesting, starting from the organization committee who was fun, so that the members more interest to learn English.

On the other hand, 4 Disagree respondents viewed some materials in LiDS Educia as other monotonous unattractive. Besides speaking material and debate activities that are not interesting, they only occasionally feel attracted to LiDS Educia activity when the topic that discussed is material they like. So even though now they like to speak, that is due to the fact that before join in LiDS Educia they already like to speak, even though only in certain topics or materials. They assumed that there was not much impact they felt while also after LiDS Educia activity.

Based on the results of interviews to the organization committee, most respondents were active in Lids Educia both in terms of attendance and participation in the activities. According to result of interviews to members, they followed the process learning materials and activities enthusiastically due to its interesting material, attractive method and pleasant executive. There were several members did not attend the activity for one to two meeting, but they still completed either the individual or group assignment. Members motivated finishing the assignment well due to its easiness.

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3. Cognitive

In analyzing of Cognitive aspect, the researcher utilized 5 statements of the questionnaire which are statement 4 (I find join in Lids Educia personally rewarding), statement 5 (I feel my speaking skill is developed in Lids Educia), statement 6 (I feel my vocabulary is developed in Lids Educia), statement 7 (I feel my listening ability is developed in Lids Educia), statement 8 (I feel my reading ability is developed Lids Educia).

The questionnaire responses show that “I find join in Lids Educia personally rewarding” (Figure 6) got 13 Strongly Agree, 5 Agree, 0 Disagree, and 0 Strongly Disagree, “I feel my speaking skill is developed in Lids Educia” obtained 4 Strongly Agree, 12 Agree, 2 Disagree, and 0 Strongly Disagree, “I feel my vocabulary is developed in Lids Educia” got 4 Strongly Agree, 10 Agree, 4 Disagree, and 0 Strongly Disagree.

The responses for “I feel my listening ability is developed in LiDS Educia” is 3 Strongly Agree, 11 Agree, 4 Disagree, and 0 SD. Strongly Disagree and “I feel my reading ability is developed in Lids Educia” obtained 3 Strongly Agree, 9 Agree, 6 Disagree, and 0 Strongly Disagree. Those responses above summarized as follows.

The 13 Strongly Agree and 5 Agree responses show that “I find join in Lids Educia personally rewarding” generally agreed that Lids Educia had a framework of thinking used by the debater in compiling a structured logical argument which is not only useful for debate but is very useful in daily life. In addition, Lids Educia members’also improve their ability to read, especially in technique and vocabulary. There were also respondents who initially always speak in Bahasa, after Lids Educia English debate activity actually became more like and easier to communicate in English so they felt their level of proficiency in English increased.

The 4 Strongly Agree and 12 Agree responses to “I feel my speaking skill is developed in LiDS Educia” reasoned that.

Debate activity has a considerable influence on their speaking techniques. There are those who feel the benefits of speaking in pronunciation because executive often ask them to speak with the correct pronunciation so that their speaking skills are also considered in this class. There are also those who feel the benefits of debate activity because speaking material is appropriate to their level so that their understanding of speaking is better. There were also those who said that their level of confidence increases along with their speaking ability.

On the other hand, 2 Disagree of “I feel my speaking skill is developed in Lids Educia” state that debate material has not interesting so they were unattractive in participating speaking in debate so their speaking ability undeveloped. There were those who explored more speaking themselves outside LiDS Educia activity, so they felt less benefit when they in debate section.

The 4 Strongly Agree and 10 Agree to “feel my vocabulary is developed in LiDS Educia” generally have the reason due to varied references that found in LiDS Educia debate materials, members automatically found many varied new vocabularies as well. According to them, more we read more we speak, especially in vocabulary improvement due to the fact that every speaker has their own style in order to convey his/her idea. In addition, memorizing words that usually they do in the activity has its good impact in vocabulary as well.

The 4 disagree response of “I feel my vocabulary is developed in LiDS Educia” assumes that they had difficulty in pronouncing because of their mother tongue which very closely affects to add the vocabulary. The member who do not mastery vocabulary became passive in interacting and participating in LiDS Educia activity.

The 3 Strongly Agree and 11 Agree responses for “I feel my listening ability is developed in Lids Educia” show that Lids Educia had the way to easier the members listen debate more responsively. There were those who listening audios of debate, it helps them to improved their listening skills. Outside of LiDS Educia Activities they were motivated to listen other source in English. The remaining 4 responses, in which disagree to “I feel my listening ability is

developed in LiDS Educia” argue that in debate process, they usually only focus on understanding the vocabulary so that they do not pay attention to the material which conveyed by other member. Other claimed that they did not have the interest in listening so that English debate material did not give any effect on their listening ability.

The 3 Strongly Agree and 9 Agree of “I feel my reading ability is developed in LiDS Educia” during debate activity. The quantity of reading a lot automatically creates new memories about the structure of the sentences, it will be affected by previous readings such as vocabulary, grammar and diction. They were used reading English material for debate so that helps them to improved their reading ability.

Most activity in LiDS Educia based their guideline book which is already have determined topic of debate, but members can explore and develop topic to make it more interesting. The point is all executive of LiDS Educia have made various efforts to make an interesting and enjoyable activity for their members.

B. Discussion

1. The Discussions of Affective

Both statements of affective aspect of questionnaire implemented to member aims to spontaneous responses of their feeling or emotion toward both English in general and English for pleasure especially. In other word, the affective aspect here expresses an individual’s preference for an entity as mentioned by Alex (2014). The response can be favourable or unfavourable as mentioned by

Natalia Kalengkongan (2012).

The first statement that asked their attitude toward English in general. Most of them agreed that speaking English is daily activity which is extremely useful. There are various reasons on selecting the agreement, starting from speaking English as their hobby to speaking English as their need. Moreover, one disagreement response there indirectly agreed that English is useful. The member just does not into speaking that much, so that, the member offers an alternative in order to gaining the benefits just the same as speaking did.

The second one, asked members' attitude toward speaking English for pleasure. All of them agreed that they enjoy speaking if they can choose what they want to speak. The reason on selecting the agreement mostly in the same way. Self- selecting of English debate material is the important point. Their selection according either their interest or their language level, facilitated well by the executive that set them free on the process of selecting debate material.

The researcher considers that both the first and the second statement of affective aspect took positive attitude as a whole based on explanation above. In addition to that, as mentioned in iedunote.com (2017), a person has positive attitude moving toward stimulus. Stimulus or reading in this case, the members put it as a good choice for spending time and also as an importance activity. It means, members have positive attitude toward English in general and English for pleasure especially through affective aspect.

2. The Discussion of Behavioral

Those three statements of behavioral aspect of questionnaire implemented to members aims to get a real reaction or behavior that member reveal toward English as a stated by Yamashita (2004, cited in Natalia Kalengkongan, 2012). In other word, Visser, Krosnick & Simmons (2003, cited in Kalengkongan, 2012) stated if students are confident with their thoughts and beliefs toward English, it will be expressed through their behavior.

The first statement asked their attitude toward English literature before the English speaking section. Those who rarely read English literature before, speaking for completing an assignment and the another who speak it for pleasure, focus on their interest in which about one to two topics only. Lids Educia gives them a motivation due to many interesting sources and topics they have just found in which suitable to their both level and passion. In other side, those who often read English literature before starting English speaking section has many practices in previous speaking activity.

The second statement asked their attitude toward the English debate material in Lids Educia. Both members that like speaking and does not like speaking agreed the English debate material in Lids Educia has various interesting topics, so that they enjoy the activity due to its easy of comprehension process. In the other side, some members that do not like speaking, cannot enjoy the activity due to its various topics are not interesting for them. In short, they do not like speaking at first, but Lids Educia does not enough to occur their interest on reading.

The third statement asked their attitude toward English literature after doing activity in Lids Educia. Most members agreed that Lids Educia motivated them to more read English literature even after the activity has over. The various debate material, attractive activity and pleasant executive encourage speaking become as their habit unconsciously.

Despite several members still have no interest toward speaking because they do not like speaking, both various material and activity have provided in Lids Educia. Most Members rarely read English literature before, agreed interesting. debate material and speaking activity conducted during English debate section chat enjoyed them, affects their habit in speaking after the activity ends. Visser, Krosnick & Simmons (2003, cited in Natalia Kalengkongan, 2012) stated that if people are confident with their thoughts and beliefs toward certain matter, it will be expressed through their behavior. Most students here expressed better habit in English after the debate activity in Lids Educia due to several reasons as mentioned above. It means, they have positive attitude toward English according to behavioral aspect.

3. The Discussion of Cognitive

Mathewson (1994, cited in Kalengkongan, 2012) stated cognitive refers to belief, thought, or rational argument. It is a set of thoughts or beliefs toward a thing such as particular person, idea, rational arguments, and situation. All of statements of cognitive aspect of questionnaire implemented to member aims to find out their thoughts or beliefs toward English.

he cognitive response is a cognitive evaluation of the entity to form an attitude. Members here provide responses as mentioned above through the interview. They give positive or negative arguments regarding English, including the benefits and the effects they feel caused by English debate, starting from better knowledge of speaking, vocabulary, listening and reading to better skill. All members agreed that Lids Educia rewarding in various ways.

On the other hand, the executives assisted both the quantity and quality of members' speaking in English debate during join Lids Educia for a period (two semester). The result is reflected in the form of score they get at the evaluation. The executives stated that the scores they obtained the English debate activity were good. It means both members' belief and members' achievement toward English is positive according to cognitive aspect.