

## **CHAPTER IV**

### **FINDING AND DISCUSSION**

This chapter explains the finding and discussion from the data that had been researched based on questionnaire about students' attitudes and motivation. The researcher described attitudes and motivation students in Public Speaking class in English Education Department Islamic University of Indonesia.

The result consists of two parts: The respondent general information and students' attitudes and motivation in Public Speaking class based on Ming, Ling, and Jaafar (2011), questionnaire which are categorize into four parts: Positive attitudes, negative attitudes, intrinsic motivation, and extrinsic motivation.

## 4.1. Research Findings

### 4.1.1. The Result of Respondent Personal Information

Based on the survey was conducted in Public Speaking class in English Education Department at Islamic University of Indonesia, the representation of participants in this study is displayed in the table below:

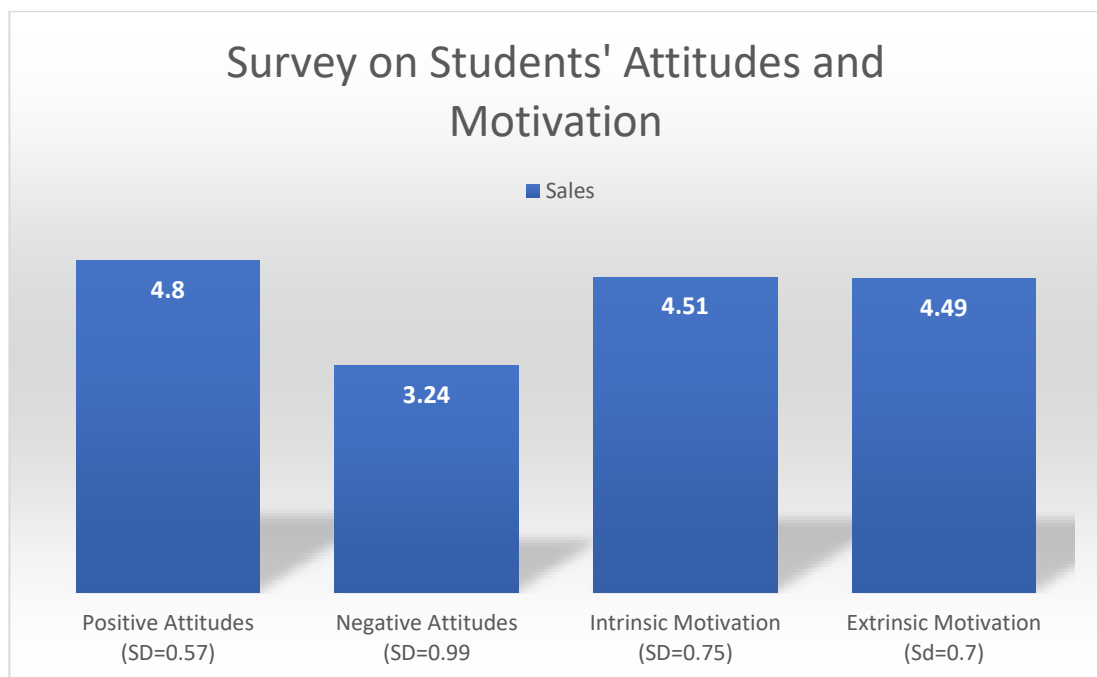
*Table 1 Respondents' Personal Information*

	Item	Frequency
Gender	Male	25
	Female	67
Batch	2015	1
	2016	10
	2017	81

Based on the result of the table above, the total of respondents who filled the questionnaire was 92 respondents of students who taking Public Speaking class. Data show that the respondents are dominated by women with 67 respondents and then by men around 25 respondents. The respondents are mostly from batch 2017 with total respondents 81, 10 respondents from batch 2016, and one person from batch 2015.

### 4.1.2. Main Findings

In this subchapter is aimed to answer the research question on attitudes and motivation of students in the Public Speaking class. There are 39 questions to attitudes and motivation by Ming, Ling, and Jaafar (2011). Based on the descriptive statistical analysis uses Microsoft Excel as the data analysis tool, the researcher identifies the finding of the survey on attitudes and motivation in Public Speaking class into the figures below:



*Figure 1. Result of Attitudes and Motivation*

Based on the overall result of attitudes and motivation in the diagram of survey on students on students' attitudes and motivation, there are four part of attitudes and motivation, two from attitudes such as positive attitudes and negative attitudes and two

from motivation such as intrinsic motivation and extrinsic motivation based on questionnaire from (Ming, Ling, & Jaafar, 2011). While, in this study the positive attitudes have the highest score (Mean=4.8, SD=0.5). Whereas, the lowest is negative attitudes which have only score (Mean=3.24, SD=0.99).

The highest score of each category which is included positive attitudes with the question “I have desire to learn good speaking English” (Mean=4.8, Sd=0.5). The second is intrinsic motivation with the question “Learning speaking English will be allow me to converse with more and varied people” (Mean=4.51, SD=0.75). The third is extrinsic motivation with the question “Learning speaking English is important for my future career” (Mean=4.49, SD=0.7). The lowest is negative attitudes “I prefer to read materials in other language than English” (Mean= 3.24, SD= 0.99).

The lowest score of each category which is included negative attitudes “When I graduate from PBI UII,I shall give up the study of speaking English entirely because I am not interested in it” (Mean=1.68, SD=1.12). The second from the lowest score is extrinsic motivation with the question “I feel no one is really educated unless he is fluent in speaking English language” (Mean=2.88, SD=1.23). The third is positive attitudes with the question “I would read English newspaper and magazines as often as I could” (Mean=3.59, SD=0.9). The last is Intrinsic motivation “I learn speaking English because it is something that I always want to do” (Mean=3.87, SD=0.85).

### 4.1.3. The result of four category part of questionnaire

#### 4.1.3.1 Positive Attitudes

Based on the result of questionnaire answered by respondents, the average of the first part of questionnaire positive attitudes is shown in the table below.

*Table 2. Positive Attitudes*

No	Statements	N	Mean	SD
1.	Speaking English is an important part of the language learning	92	4.74	0.57
2.	I have desire to learn good speaking English	92	4.8	0.5
3.	I plan to learn as much speaking English as possible	92	4.68	0.59
4.	Learning speaking English is very great	92	4.51	0.75
5.	I put a lot of effort in learning speaking English	92	4.48	0.7
6.	I really enjoy learning speaking English	92	4.39	0.77
7.	I find learning speaking English is very interesting	92	4.48	0.76
8.	I would read English newspaper and magazines as often as I could	92	3.59	0.9
9.	When I have speaking English exercise, I will finish immediately	92	3.83	0.92

From the table above, there are four column such as, no, statements, N, mean, and standard deviation (SD). First, no is number of questions in a questionnaire. Second, statements are a question from positive attitudes. Third, N is the total of sample who filled the questionnaire from public speaking classes as respondents. Fourth, mean is the average value of respondents about positive attitudes. The last is standard deviation (SD) associated with value of mean.

Based on the table 3 show that the highest score is the question number 2 “I have desire to learn good speaking English” (Mean=4.8, SD=0.5), and the lowest is question number 8 “I would read English newspaper and magazines as often as I could” (Mean=3.59. SD=0.9). From the highest score, it can be concluded that students strongly agree for having a desire to learn good speaking English.

#### 4.1.3.2 Negative Attitudes

Based on the result of questionnaire answered by the respondents, the average of negative attitudes and standard deviation (SD) is shown in the table below.

*Table 3. Negative Attitudes*

No	Statements	N	Mean	SD
10.	I prefer to read materials in other languages rather than English	92	3.24	0.99
11.	It is hard to learn speaking English	92	3.04	1
12.	I feel stress in learning speaking English	92	2.55	1.04

13.	I find doing speaking practice difficult	92	2.85	1.02
14.	I force myself to speak English in the class	92	2.99	1.09
15.	During Public Speaking class, I become completely bored	92	2.25	1.08
16.	I think that learning speaking English is dull	92	2.16	1.07
17.	When I graduate from PBI UII, I shall give up the study of speaking English entirely because I am not interested in it	92	1.68	1.12
18.	I never think of improving my speaking English	92	1.91	1.26
19.	Learning speaking English is a waste of time	92	1.7	1,11

Based on the table of negative attitudes above, it showed that highest score from question number 10 “I prefer to read materials in other language than English” (Mean=3.24, SD=0.99), and the lowest is question number 17 “When I graduate from PBI UII, I shall give up the study of speaking English entirely because I am not interested in it” (Mean= 1.68, SD=1.12). From the result, it can be assumed that students agree for more prefer to read materials with the other language than English language but there are disagree with statement to stop learning English when they have graduated.

#### 4.1.3.3 Intrinsic Motivation

Based on result of the questionnaire answered by the students, the average is shown in the table below.

*Table 4. intrinsic Motivation*

No	Statements	N	Mean	SD
20.	Learning speaking English is good for self-development	92	4.29	0.85
21.	Learning speaking English will be allow me to converse with more and varied people	92	4.51	0.75
22.	I learn speaking English because I need it to further my studies overseas	92	4.45	0.78
23.	I study speaking English because I want to do well in my examination	92	4.34	0.76
24.	Learning speaking English will allow me to be more at ease with English speakers.	92	4.37	0.72
25.	Learning speaking English will be enable me to get better understanding and appreciate English	92	4.34	0.75
26.	I learn speaking English because it is something that I always want to do	92	4.18	0.84
27.	I study speaking English because I enjoy learning it	92	4.3	0.77



28.	I feel more confident in learning speaking English	92	3.87	0.85
29.	I make full use of my time to learn speaking English	92	3.9	0.87

The table above describes the finding of intrinsic motivation the students in the Public Speaking class. The highest question come from number 21 “Learning will be allowed me to converse with more and varied people” (Mean=4.51, SD=0.75), and the lowest come from question number 28 “I feel more confident in learning speaking English” (Mean=3.87, SD=0.85). It be concluded that most of students agree if they are learning speaking English it can be converse with more and varied people and overall of intrinsic motivation questions, most of students answered agree.

#### 4.1.3.4 Extrinsic Motivation

Based on questionnaire that was answered by the respondents, the average show in the table below.

*Table 5. Extrinsic Motivation*

No	Statements	N	Mean	SD
30.	Learning speaking English is important for my future career	92	4.49	0.7
31.	Learning speaking English is useful in getting good job	92	4.37	0.77

32.	I learn speaking English because I need it to further my studies overseas	92	4.17	0.91
33.	I study speaking English because I want to do well in my examination	92	4.25	0.82
34.	I need to learn speaking English because it makes me a more knowledgeable person	92	4.36	0.74
35.	I learn speaking English because I can contribute more to the society	92	4.09	0.81
36.	I need to learn speaking English in order to finish my study	92	4.36	0.81
37.	Learning speaking English is important for me because other people will respect me more if I am good in speaking English	92	3.61	1.02
38.	I study speaking English in order to please my family	92	3.58	1.08
39.	I feel no one is really educated unless he is fluent in speaking English language	92	2.88	1.23

Based on the table of extrinsic motivation, it showed that the result of questionnaire that was answered by respondents in Public Speaking class. The highest score from question number 30 “Learning speaking English is important for my future career” (Mean=4.49, SD=0.7) and the lowest score come from question number 39 “I

feel no one is really educated unless he is fluent in speaking English language” (Mean=2.88, SD=1.23). From the result it can be concluded that in the Public Speaking class respondents have a higher extrinsic motivation in learning Public Speaking because based on the result above, respondents agree that learning to speak English is important for their future career.

### **4.3. Discussion**

In this research, the data taken by using questionnaire by Ming, Ling and Jaafar (2011), this questionnaire about attitudes and motivation to collect the data what are attitudes and motivation in the Public Speaking class, the data taken from students who taken Public Speaking class batch 2017. In this section researcher explain further detailed the data based on the data has been submitted in findings.

The result of the data in this research who was collected from English Language Education Department of batch 2017 are calculated in 2 steps. The first step is about overall data. Based on the table at the figure 4.1.2 the highest score come from question number 2 with statement “I have desire to learn good speaking English” (Mean=4.8, SD=0.5), and the lowest score come from question number 17 with the statement “When I graduate from PBI UII, I shall give up the study of speaking English entirely because I am not interested in it” (Mean=1.68=1.12).

The second step described each scale of the questionnaire, there are category divided into attitudes and motivation that researcher use in this research.

### **4.3.1 Positive Attitudes and Negative Attitudes**

The first category is positive attitudes consist of 9 questions. The highest score is number 2 with the statement “I have desire to learn good speaking English” (Mean=4.8, SD=0.5). Which means that respondents have a desire to learning good speaking in English language. The lowest score come from question number 8 with the statement “I would read English newspaper and magazines as often as I could” (Mean=3.59, SD=0.9). However, based on the lowest score, students agree to read newspaper and magazines as often as they can and strongly agree to still have a desire to learn a good speaking and it was a positive desire. The result of this category can be concluded that most of students agree for have a desire to learning good speaking in English language.

The result is similar with Ming, Ling, and Jaafar (2011), that the result of his study also found the higher positive attitudes of their respondents and have a desire to learn English language, and also similar with research conducted by Mat and Yunus (2014), who also found that a positive attitude in his research. While, negative attitudes consist of 10 questions have the highest score from question number 10 with the statement “I prefer to read materials in other languages rather than English language” (Mean=3.24, SD=0.99). The lowest come from question number 17 “When I graduate from PBI UII, I shall give up the study of speaking English entirely because I am not interested in it” (Mean=1.68, SD=1.12). Based on the score of this category, students in Public Speaking class more prefer to read the other language than read English

language but students strongly disagree about stop to learning English language after their graduate. Thus, in the result of student's attitudes can be assume that in Public Speaking class have a higher positive toward learning speaking English. Based on the result, most of students agree and strongly agree with statement of positive attitudes.

#### **4.3.2. Intrinsic and Extrinsic Motivation**

Based on the result of data who was calculated by the researcher, in the category of intrinsic motivation have the highest score come from number 21 with the statement "Learning speaking English will be allow me to converse with more and varied people" (Mean=4.51, SD=0.75) it means that students strongly agree about if students learning speaking English their will be converse with and more varied people. Whereas, the lowest score from number 28 with statement "I feel more confident in learning speaking English" (Mean=3.87, SD=0.85) it can be concluded that student agree with statement that their more confident in learning speaking English. However, in this study intrinsic and extrinsic motivation not much different.

Based on the data, the highest score of extrinsic motivation come from question number 30 with the statement "Learning speaking English is important for my future career" (Mean=4.49, SD=0.7). The lowest score come from the last question number 39 "I feel that no one is really educated unless he is fluent in English language" (Mean=2.88, SD=1.23). It assumes that motivation of students is because of their thinking about their future career. Based on the result of intrinsic and extrinsic motivation, can be concluded that students at Public Speaking class more have higher

intrinsic motivation than extrinsic motivation. From some previous research who conducted by Zubairi and Sarudin (2009) and Mat and Yunus (2014), the results obtained differed from the results of this study, they found that extrinsic motivation is higher than intrinsic motivation. Whereas in this research intrinsic motivation is higher than extrinsic motivation.

Based on the overall data on finding and discussion which have the higher score from positive attitudes (Mean=4.8, SD=0.5) and from intrinsic motivation with the score (Mean=4.51, SD=0.75) it can be concluded that in the Public Speaking class have a positive attitudes and intrinsic motivation toward learning public speaking.