

**THE INFLUENCE OF AFFECTIVE FACTORS ON THE  
STUDENTS' PERFORMANCE IN THE TARGET  
LANGUAGE**



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UNIVERSITAS HASANUDDIN

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Sesuai dengan Surat Tugas Dekan Fakultas Sastra Universitas Hasanuddin.

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FAKULTAS SASTRA

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yang diajukan dalam rangka memenuhi salah satu syarat ujian akhir guna memperoleh gelar Sarjana Sastra pada Jurusan Sastra Inggris, Fakultas Sastra Universitas Hasanuddin.

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The Writer

R a h m a w a t i

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## ABSTRAK

Karya ini mencoba mengangkat hipotesa mengenai pengaruh faktor afektif pada kemampuan performa verbal mahasiswa dalam bahasa sasaran yang sedang dipelajari.

Faktor afektif adalah segala variabel dari karakteristik internal individu ataupun sekelompok orang dewasa yang terdiri dari variabel emosi, sikap, motivasi, dan kepribadian orang itu. Keseluruhan variabel internal ini terbawa secara aktif dalam proses pengembangan komunikasi verbal di dalam ataupun di luar komunitas kelas mahasiswa. Faktor-faktor internal ini berpengaruh positif atau negatif terhadap prestasi performa verbal mereka. Studi ini berusaha mengungkap masalah faktor afektif tersebut dan prestasi performa verbal mahasiswa Sastra Inggris Unhas semester keenam tahun akademik 1989/1990.

Dari studi ini diketemukan sebagian besar mahasiswa mempunyai minat yang tinggi pada program "speaking". Namun, pada kenyataannya hasil angket menunjukkan persentasi tertinggi pada kemampuan performa verbal yang rendah. Ini terjadi karena dalam proses ke prestasi maksimal, mereka terhambat oleh masalah faktor linguistik dan nonlinguistik sekaligus. Presentasi analisa pada persoalan faktor linguistik telah banyak diberikan oleh



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peneliti di bidang ini. Tinggal lagi analisa lebih lanjut dari segi faktor non linguistik, dalam hal ini faktor afektif yang merupakan obyek psikolinguistik.

Dari hasil analisis menunjukkan umumnya motivasi para mahasiswi adalah instrumental, sedangkan para mahasiswa bermotivasi integratif. Ini dilihat dari konteks orientasi mereka pada jurusan Sastra Inggris, Fakultas Sastra. Sedangkan motivasi pada bahasa sasaran adalah instrumental. Jenis motivasi yang terpilih ini berdampak negatif pada pengembangan kemampuan berkomunikasi lisan. Dari faktor attitude mahasiswa terdapat sikap dan emosi yang kontroversi di dalam dan di luar komunitas kelas. Demikian juga sikap dan emosi terhadap penutur bahasa sasaran. Sikap dan emosi mereka sangat positif di kelas dan terhadap penutur asli bahasa ini. Sebaliknya mereka mengadopsi perilaku dan emosi yang negatif pada kesempatan berbahasa sasaran di luar kelas, terkecuali terhadap penutur asli bahasa ini.



## CHAPTER I

## I N T R O D U C T I O N

**1.1. Background**

The rapid advances in science and technology of foreign language speaking countries require Indonesia to the need of their language knowledges for the advancement these areas in Indonesia as well.

The foreign language learnings that are carried out in academic institutional settings in Indonesia are Arabic, Chinese, Dutch, English, French, German, Japanese, and Russian. Since English is the most widely used around the world, it ranks first to be studied as a target language (TL) at the tertiary level.

Naturally, in learning English the students are faced by both linguistic and non linguistic problems, owing to the differences between English and bahasa Indonesia. For the first problem, there has been a great deal explanation in the adult second language (L2) researchs. Only recently, there has been widespread recognition to bring the later one into the study as well.

**1.1.1 Learning English for a means of Communication**

For Indonesian, English remains a foreign language. It is widely taught in schools, but it does not play an essential role in social life. Therefore, the functional

language exposure is hard to find for the students outside of the classroom environment. Consequently, the opportunity to apply the knowledge of the new code in an act of communication is rather limited.

Meanwhile, there exist a principle "Une langue s'apprend en la parlant", 'one learns to speak a language by speaking it' (Soewondo, 1984, p. 142). It leads people to come to a conclusion that a language learner would certainly become a performer. Rivers (1980) reports that "the position that we learn a language by using for meaningful communication rather than by studying it is shared by a great number of contemporary researchers".

The statements above indicate that a mastery of a language means the ability to communicate in the language. Consequently, if a learner is unable to communicate verbally in the TL, he or she must be an unsuccessful learner. The view for which some people apply to the English Department students as well. For such people, the linguistic performance reflects the linguistic competence of the students. In other words, the students' knowledge of the new code is measured through their actual application of the new code in speaking. Clearly, the students are supposed to be performers as well as linguists. In fact, in some former studies present that there has been a strong tendency for the students to be linguists rather than performers. The

findings indicate that some students of English Department can talk at length about the new code they cannot speak.

The former studies also reveal that in verbal performance may involve both linguistic and nonlinguistic problems. The researchs tend to support Schumann's view (1975) that :

"..... adult don't acquire because they don't get involved in real communication, that they don't get involved in real communication because of problems of attitudes, motivation, language and culture shock, and so on".

Experience of the English Department students and on the basis of studies in SLA learning, lead the writer to present the answer of the question arising about the students' speaking ability through studying: "the influence of affective factors on the students' performance in the target language".

### 1.2. Scope of Study

Because of the limitation of the writer's ability, this study will concern with a number of the students' affective characteristics, i.e., the students' emotional state, attitude, motivation, and personality. These factors may be favourable or unfavourable to the students toward their verbal performance development.

### 1.3. Objectives of Study

This study will show how the nonlinguistic factors, i.e., affective factors, work and determine a success or a failure in L2 learning.



Although this study is primarily intended for the English Department students, it is hope that it may also be interest to general reader who wishes to know about affective factors in relation to the students' verbal performance ability.

Finally, it is a great hope to present a work which will probably be useful for English learning strategy.

#### 1.4. Methods

For collecting materials and data the procedures taken as follows:

##### 1.4.1. Library research

Since the library is a basic research tool for scholars, the work was started there by reading the materials related to the study from L2 learning/acquisition literature such as books, scholarly writings, working papers, and other printed materials.

##### 1.4.2 Field research

Subjects; the participants in the study were 46 English students of the sixth semester in academic year 1989/1990, at Faculty of Letters, Unhas. But out of 46 respondents, only 30 of them had been taken at random. The number then were divided into 15 female and 15 male students as samples to find out whether sex also has the influence on the students' verbal performance proficiency.

**Procedure;** the study was undertaken by delivering two questionnaires in English and bahasa Indonesia versions to a number of students in May and July in 1990. The information collected which dealt with four main factors are :

- I Motivation for studying the TL; attempt to obtain information about the type of students' motivation.
- II Attitude for studying the TL; dealt with the students' attitude toward studying the subjects (e.g. how often they use English), their attitude toward English speaking people, and towards the culture of the native speaker.
- III Personality factors; dealt with the type of the students' personality related to their success and unsuccess in the process of communicative development.
- IV Emotional factors; dealt with the students' emotion in speaking English.

The questionnaires also dealt with the students' degree on mark average of the compulsory subjects and on speaking fluency.

#### 1.5. Sequence of presentation

In this chapter I, as has been described, presents description about background of the study which deals with

a presupposition of nonlinguistic problems in verbal performance for the English Department students. This chapter also presents the objectives, scope and method of the study.

In the next sections will be discussed as summarized : chapter II, deals with review of literature of various theories in SLA issues which have a particular relevance to affective factors and the students' verbal performance.

Chapter III, contains the examination of the influence of students' affective factors on their verbal performance in English as the target language.

Chapter IV, this last chapter presents the conclusion based on the result of analysis of data presented in chapter III. The conclusion describes the influence of affective factors on the students' performance in the target language. There is some suggestion at the end of this scientific writing.



## CHAPTER II

### THE AFFECTIVE FACTORS IN THE TARGET LANGUAGE LEARNING : A PSYCHOLOGICAL APPROACH TO THE STUDENTS' VERBAL PERFORMANCE

This chapter will describe the concept of affective factors, as it show how affective factors relate to the process of L2 acquisition/learning. The description of the concepts somewhat briefly, as they have been dealt with a great deal in several books and professional advanced papers.

#### 2.1. Definition of Affective Factors

Students' affective characteristics may be referred to the certain emotional conduct and expression, motivation, social attitudes of the students that enter into the process of communicative skill development in the target language. Schumann observed that :

"a number of different factors, such as personality, aptitude, cognitive factors and so on, enter into language learning. But by far the most important in accounting for differences in languages proficiency are,....., certain sociocultural and affective factors.

(In Stern's, 1987 : 331)

Among psychological factors, he attributes important to the affective reaction of the learner to the language and culture of the TL group. Affective aspects are internal to the learner which concern the emotional responses aroused by the attempt to learn a second language (Ellis,



1986 : 100). For Atmodarsono (1984:100) affective factors refer to emotion, attitudes and motivation which affect success in L2 learning. In other words, affective factors refers to the students' internal characteristics which affecting the process of the development of oral communicative skill in English. The affect could be favourable or unfavorable to the students. The favourable characteristics may cause success in verbal performance while the unfavorable characteristics may lead the students to the failure.

#### 2.1.1 Motivation

Motivation may be defined as the combination of internal and external factors that lead the students to their linguistic achievement. It is to be internal to the student if the behaviour originally from within the student himself. In other words, his motivation lead the student to study English because his own intention to the knowledge mastery. And it is said external if the conduct is derived by some outside factors. For example the student study the language on behalf of their parents' intention. The kind of motivation that the students adopt for learning process could be favorable or unfavorable. Which in turn, would explain the success of failure of their linguistic achievement.

In L2 acquisition context, it may be thought of as the intensive, the need, or the desire that the learner

feels to learn (Dulay et al, 1982:47). Hilgard examines most psychologist which deal with a theory of human motivation concerns itself with those factors that energize behavior and give it direction (cited in Van Els et al 1987:116).

A person behavior is governed by certain need and which influence how he actually performs. These cannot be directly observed, therefore they have to be inferred from what he actually does. In case of L2 learning an individual learner must have certain goal in the TL achievement. The goal is a stimulus which rise to motivation. Individual differences in motivation itself are reflected in three aspects: effort expended to achieve the goal, desire to achieve the goal and attitude toward the activity involved in achieving the goal. The goal is reflected in the individual orientation to language study.

The type of motivation answers the question of why the learner of target language is studying the language. It refers to the goal. To reflect the kind of motivation for language learning, the reason have to reflect some goals associated with language learning. In other words, to qualify as goals of target language learning, the reasons must relate to learning the language.

The concept of Gardner and Lambert (1959) proposed two type of motivation, integrative and instrumental. A



student is instrumental in character if the desire to the language study reflect the more utilitarian value of linguistic achievement, such as looking into his knowledge of English to increase his skill for some future career, and he is said to be integrative in character if he desires to learn more about the cultural community of native speakers of the TL, because he has intention to it in an open-minded way, even wants to become as member of the TL group.

Gardner originally thought that, with some exception, an integrative motivation was needed for successful language learning. He found that integrative motivation has especially important for developing skill in the active use of the language in communication.

In the early studies integrative motivation was superior to instrumental, later research showed that in situation where the practical value of the L2 is high, and frequent use of the L2 is available and necessary, instrumental motivation may positively influence the L2 proficiency.

In addition to Gardner' and Lambert's type of motivations, another type is social group identification motivation. The motivation refers to the desire to acquire proficiency in a language or language variety spoken by a social group with which the learners identified. This type is similar to integrative motivation, but

goes further. The social group motivated learners would participate social and culturally, but would also eager to become the member of the TL group. Another similar type is prestige motivation (Atmodarsono, 1984 : 107), refers to the desire for prestige by identifying with the educated elite for the target language is a language of national or world-wide significance. The three kind of motivations may have a very positive influence on the acquisition of communicative skill in the target language. These motivations should encourage the learner to interact with speakers of the language out of sheer interest, and thereby obtain intake. For the instrumentally motivated performer, interaction always has some practical purpose. It precence will encourage performer to interact with TL speakers in order to achieve certain ends. With instrumental motivation, language acquisition may cease as soon as enough is acquired to get the job done. Also, instrumentally motivated performer may acquire just those aspects of the target language that are necessary.

### 2.1.2 Attitudes

Attitude is a predisposition to action, state of readiness to act in particular way (Donal et al cited in Mupliha, 1988:6). Attitudes are generalized state of the individual, which lead to a result in a wide variety of particular ways of behaving. Most theorists, however

agree to the term that attitudes refers to some aspect of individual responses to an object or class of object (Lett, 1977; cited by Stern, 1987:116).

According to Fishbein and Ajzen (Stern, 1987) attitude can be described as a learned predisposition to respon in a consistenly favorable or unfavorable manner with respect to a given object. The accumulated evidence in the area of L2 acquisition indicates that attitudes are related to behaviour. Ajzen (cited in Gardner, 1985) argues that both attitudes and behavior are composed of the elements of target action, context and time that the greatest association between attitudes and behavior will occur when these elements correspond. That is, if the attitudes refers to a particular activity with respect to a particular target in a particular context at a particular time, and behavior is that activity involving that target in that context at that time, the acquisition will be high.

#### 2.1.2.1 Classification of Attitudes

To a considerable extent, the various ways of classifying attitude can be seen reflected in the relationship between attitude measure and induces of achievement in a second language. Attitudes can be classified along a dimension of specificity or generally. That is, attitudes can refer to such educationally relevant factor, such as attitude toward the teacher, the course, or the learning

language, etc. In each case the attitude revolves around the educational aspects of L2 acquisition. Attitude can also denote to such socially relevant factors as the group that speaks the language, the cultural implication of L2 acquisition. Alternatively, attitude can refer to more general attitudinal disposition such as ethnocentrism, authoritarianism, or anomie. The dispositions are significant because they refer to the individual's attitudinal disposition toward social group, in-group or out-group, which might influence L2 acquisition. As will be seen both educational and social attitudes appear to play role in the L2 learning process.

#### 2.1.2.1.1 Attitudes toward the Learning of the Subject

As has been described above, there are many reasons to expect that a measure of attitude toward learning the subject would be related to achievement in the language, and the research literature generally back up this belief.

In the case attitude towards the learning could involve specific activity. Interest in the subject, for instance, could involve activities such as learning it, speaking it and hearing it.

The students whose hold positive attitude would be more attentive, serious, rewarded and the like than those whose hold negative attitudes.

#### 2.1.2.1.2 Attitudes toward the Target Language Community

The students' attitude toward the speaker of the language, the native speaker of the TL and the cultural elements of the language could be measured through their feelings toward the objects. There would be favorableness or unfavorableness of their feelings toward it, how good or bad the object or issue is judged to be, and how pleased and displeased the students with it.

#### 2.1.2.1.3 The Relation between Motivation and Attitude

As in many studies motivation to learn a L2 appeared to be supported by a positive attitude toward TL speakers. The studies suggest that the correlation between attitudes factor and attained proficiency tends to be stronger in bilingual context where there are many opportunities for learners to communicate with TL speakers than in monolingual context where such opportunity are limited.

According to Lambert one's motivation to learn a second language is regulated or controlled by one's attitude toward the speaker of the TL, by one's orientation toward language learning, or by ethnocentric tendencies (Atmodarsono, 1984).

#### 2.1.3 Personality

In general psychology, personality has been explored in terms of a personal traits, which in aggregate are said to make up the personality of an individual. Dulay et al

(1982:75) define personality as an aggregate of traits characteristic of particular individual.

The personality traits that seem to have been most widely researched are extroversion and its antithesis introversion, and it is to these two factors that the discuss will go. Another factor is self-confidence presented as it relates to the former factors.

#### 2.1.3.1 Extroversion - Introversion

The dichotomy extroversion - introversion in psychology is a concept used in measuring and describing personality, was first introduced by Carl Jung, the founder of analytical psychology, in 1913. Jung observed that one is predominantly extroverted if his interest and attention are generally directed outward, toward other people and external stimuli. Extroverted person typically would be active, aggressive, outgoing, and happiest when surrounded by people. On the other hand, one is predominantly introverted if his interest and attention generally turn inward. Introverted person typically would be shy, sensitive, and contemplative, slow to make decision, and enjoy solitude.

Jung believed that each individual has characteristics of both extroversion and introversion, but that in most people one or the other trait is dominant. The observation in his theory is that any individual could behave introversively in one situation and extroversively





in another. Most people are ambiverts, with characteristics of both tendencies nearly balanced : very few people approach either the introversive or the extroversive extreme (Grigg, 1975).

In relation to the development of communicative skill, some studies had recommended the positive correlation between extroverted students and fluency in speaking. The studies found that the extroverted students would be find it easier to make contact with other users of the L2 and therefore would obtain more input. The classroom learner may also benefit from being extroverted by getting more practice in using the TL.

#### 2.1.3.2 Self-confidence

Almost all the available literatures suggest that self-confidence is very much related to second language development. Performers with self-confidence and a good self-image tend to do better in TL learning.

The self-confident is identified via anxiety level and extroversion. This kind of performers has lower anxiety level and a tendency to be outgoing. He eagers to try a new and unpredictable experiences, and likely to seek out language exposure in the real communication of the target language. Dulay et.al (1982 : 79) examines the self-confident people have the advantage of not fearing rejection as mush those with high anxiety levels and are therefore more likely to put themselves in learning

situations and to do so repeatedly. They tend into less personal turmoil when they make mistakes than those who are more self-conscious. This probably enhances subconscious language learning because they are more able to take in and process what they hear at any given moment. They also are not so worried about how they appear.

#### 2.1.4 Emotional state

Emotion, in term of the Oxford Paperback Dictionary (1979), means any of the strong mental feelings of human. Whereas emotional means having feelings which are strong or easily made active. Rivers (1964 : 92) points out frustration, anxiety, embarrassment, humiliation are these emotional state. According to Curran and Catell (reported by Catell and Kline, 1977 : 222 ) the source state are: exvia, anxiety, depression, arousal, fatigue, quilt, depression and stres-regression. These unpleasant emotions may act as motivating forces, but also have a disruptive effect upon behaviour when they become very intense. It may happen to humiliation for instance. Humiliation can drive the student to improve his work in order to escape from the embarasment associated with it. But when this unpleasant become very intance, their full emotional effect becomes very distrubing and may express itself in various ways. The students may, for instance, seek escape in passivity.

## CHAPTER III

THE INFLUENCE OF AFFECTIVE FACTORS ON THE STUDENTS'  
VERBAL PERFORMANCE IN THE TARGET LANGUAGE

## 3.1. The Presentation of Data

In the previous chapter it is explained that the students' verbal performance in English is influenced by motivation, attitude, emotion and their personality toward the language learning and other condition in which they are exposed to.

In this chapter the writer will try to look over the concepts that might foster or inhibit the students' verbal performance in English. The issues were addressed to among the population of English Department students at the Faculty of Letters, Hasanuddin University.

The approach used in this study was to collect data based on the questionnaires given to students at the sixth semester. There were 30 students involved in this analysis, all of which were from academic year 1987/1988. They were taken as samples based on the assume that they have already developed the level of satisfactorily verbal performance as they were in the semester with adequate knowledge. The research was conducted in May until July in 1990.

The factors emerged in the questionnaires structured from the conceptional dimensions. The format is

randomly arranged and contained six factors which there are four factors with subdivisions :

- I. The degree of the students on subjects mark average (statement 9).
- II. The verbal performance degree : speaking fluency (statement 13)
- III. Motivational factors :
  1. Instrumental motivation (variables: 1,4,5,21).
  2. Integrative motivation (variables: 4,5).
  3. Prestige motivation (variable 7 ).
- IV. Attitude Factors :
  1. Attitude toward the use of English in class and outside class (variables : 17,22,24,25)
  2. Attitude toward the English language speakers, and toward native speakers. (variables: 8,15,23)
  3. Attitude toward the culture through massmedia (variable 11)
- V. Personality factors :
  1. Introverted students (variable 3)
  2. Extroverted students (variable 3)
- VI. Emotional factors : Students' emotion and selfconfidence (variables: 6,18,19,23).

The number of statements in the 1th questionnaire (in English version) originally were 27. And in the 2nd questionnaire (in bahasa Indonesia version) the number of statements were originally 23 questions. However, for the

sake of analysis, the number of statements were reduced to 14 in the 1th questionnaire, and to 5 in the 2nd questionnaire. These number of questions selected in the two questionnaires then were united into a new format questionnaire (see in appendix A).

The questionnaires factors asked respondents to mark their responses on one of four alternatives given. Other version is to ask respondents to indicate their agreement or disagreement or netral to questions. The percentage (%) used to refer to number of students answering a particular question. And the key of the codes used in data questionnaire presentation are :

O = no answer/missing

F = Female students

M = Male students

N = Number

The next section is the presentation of the results of the factors analysis.

### 3.1.1 The Linguistic Competence Data and Analysis.

In this part is analysis the students' mark average in the compulsory subjects that they have been studied. The degree of their mark average ability refers to their verbal competence ability. The question is : what were the students' mark average on the compulsory subjects that they have been taken ? (variable 9). The following table will reveal :

Table 3.1.

Response	Frequency		Percentage		N	%
	M	F	M	F		
a. An "A" average	2	3	13.3	20	5	16.7
b. a "B" average	11	12	73.4	80	23	76.7
c. a "C" average	2	0	13.3	0	2	6.6
d. a "D" average	0	0	0	0	0	0
Total	15	15	100	100	30	100

Table 3.1 shows that most of the respondents (76.7 %) were in a "B" mark average. This consists of 11 (73.4 %) of the male students, and 12 (80 %) of the female. The results indicate that in verbal competence the female students were in higher percentage than their male counterparts. On an "A" verbal competence data the table shows there were 3 (20 %) female and 2 (13.3 %) male students in this degree. The result indicates that the female students were more successful learners than the male students. On a "C" verbal competence degree, there were 2 male students (13.3 %) and there was no result in a "D" competence degree (0 %).

It appears from the table that the students' verbal competence was quite good to facilitate a good verbal performance as well.



### 3.1.2 The Verbal Performance Data and Analysis

In this section will be presented the students' data on speaking ability. The question was given to obtain data on this skill fluency degree.

How did the students respond to the question (variable 13) that what were the students' ability in speaking? The next analysis will reveal:

table 3.2

Response	Frequency		Percentage		N	%
	M	F	M	F		
a. I can speak English fluently	0	0	0	0	0	0
b. I can speak English well enough	5	6	33.3	40	11	36.7
c. I still can't speak English well.	10	8	66.7	53.3	18	60
d. I can't speak English at all.	0	1	0	6.7	1	3.3
Total	15	15	100	100	30	100

Table 3.2 Indicates that ini speaking ability of 30 respondents majority of them (60%) still could not speak English well. These consists of 10 (66.7%) of the male and 8 (53.3%) of the female students. Out of 2 best male students 1 of them claimed he could not speak English well. The result shows that even the best students in verbal competence, could not be guaranteed they would have best verbal performance. Nevertheless, there were

11 (36.7 %) of 30 respondents claimed, they could speak English well enough. These consist of 5 (33.3 %) of the male students and 6 (40 %) of the female students. In male students consist of 1 (6.7) of the best student and 4 good students, and in female students consist of 3 best students and 3 good students. None could speak English fluently. There was 1 (6.7%) female student claimed she could not speak English at all. In spite of the lack of language competence, the students' affective characteristics indicate play a significant role of being causing the performance inadequency.

### 3.1.3 The Competence and Performance Data and Analysis

Table 3.3

Number of Students:30	Linguistic Competence Degree								Verbal Performance Degree									
	Items		a		b		c		d		a		b		c		d	
Sex	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F		
	16	1	17	26	2	10	21	0	0	0	0	0	17	1	16	3	0	2
	29	4	18	27	5	11	22						18	4	19	5		
		8	19	28	5	12							20	6	21	7		
			20	30	6	13							23	8	22	9		
			23	7	14								29	14	24	10		
			24	9	15								15	25	11			
			25											26	12			
														27	13			
														28				
														30				
Total	2	3	11	12	2	0	0	0	0	0	0	5	6	10	8	0	1	



It is apparent in the table 3.3 that out of 30 respondents none of them (0%) obtained a "D" mark average. However, there was 1 (6.7%) of the 12 good female students had worst verbal performance (i.e. F2). And none of the male had worst performance.

There were 2 (13.3%) of the male students had a bad competence (i.e. M: 21, 22). These students also had bad performance composed with 6 (40%) of the good male students' competence (i.e.M: 19,24,25,26,27,28,30) and 8 (53.3%) of the good female students (i.e.F: 3,5,7,9,10, 11,12,13). 1 (6.7%) the best male student also claimed that he had bad verbal performance (i.e. M 16). None (0%) of the female students got bad competence.

There were 12 (80%) female students got good competence (i.e. F: 2,3,5,6,7,9,10,11,12,13,14,15), but only 3 (20%) of them had good performance as well (i.e. F: 6,14,15) whereas in the male students, there were 11 (73.3%) got good competence (i.e.M: 17,18,19,20,23,24,25, 26,27,28,30), but only 4 (26.7%) got good verbal performance as well.

There were 3 (20%) of the female students obtained best linguistic competence (i.e. F: 1,4,8) but only had a good verbal performance. While out of 15 male students there were only 2 (13.3%) of them obtain best competence but 1 (6.7%) had good performance (i.e. M 29) and another had bad performance (i.e M 16).

The table reveals that there is coherence and incoherence between the students' linguistic competence and their verbal performance. Some of them could achieved good competence and good performance as well. But a great majority of them only achieved bad verbal performance. What is the underlaying reason for this inadequate mastery of speaking ability. It seems that in spite of the lack of competence certain affective characteristics involved in the students' failure or success in the skill fluency. The next data analysis may provide an answer for this.

### 3.2. Students' Affective Characteristics Data and Analysis.

In language learning, the students are not always interested in all the subjects presented at English Department. Some subjects taken depend on their motivation, attitude and their emotional state.

#### 3.2.1. Motivation for Studying the TL

This section will present the analysis of the aspect of the students' motivation. The analysis of data in the factors focused on five main points. Firstly, it is focused on the students initial desire to enroll at English Department. Secondly, the students' orientation to the language skills. Thirdly, the students' agreement to the dichotomy motivation of Gardner and Lambert.

Fourthly, the students' desire to the language skills. Each statements related to the factors will further be referred to as variables.

First of all, the question to be answered is why the students interested in studying at English Department ? (variable 1). The results are as follows :

Table 3.4

Sex \ Items	a		b		c		d			
	N	%	N	%	N	%	N	%	N	%
MS	0	0	1	6.7	0	0	14	93.3	15	100
FS	0	0	2	13.3	1	6.7	12	80	15	100
Total	0	0	3	10	1	3.3	26	86.7	30	100

Key :

- my friends asked me.
- I was not accepted at the other departments.
- my parents wished me to major in English.
- I really wanted to have a knowledge of English.

The idea of giving this question is to identify the students motivation that lead them to study at English Department. The motivation may be original to the students' or may come via parents, relatives, or other students.

Table 3.4 shows that a great majority of the students (86 %) enrolled in English Department because they really wanted to have a mastery of English. The respond-

ents consist of 1 of the best competence female students and 20 of the good competence students, and 2 of the bad students. The students seem to be realised that the knowledge of English is essential in science, technology, massmedia, etc. It is also enable them to learn another culture for enriching their lives and to facilitate international understanding between different people.

There were 3 respondents (10 %) chose to enter this Department for not being accepted at their favorite faculty. These consist of 1 of the best competence female student and 2 of the good competence male and female students. It seem that the these characters were not much infulencing the students' language competence.

There was 1 female respondent (3.3 %) chose English Department because of her parents willing. The parents might think that the mastery of English might lead to a high materialistic life or to find well-paid jobs.

None of the 30 respondents come to the study of English because of following their friends' desire. The result shows that most of the students' orientation of English Department were favorable. This initial motivation would lead to a positive attitude toward learning English.

The second question is : What subject would the students



like the most to master ? (variable 4).

The aim of the question is to discover what subjects of all the aspects of language that the students need the most to master. Their responses to this question are shown in the following analysis :

table 3.5

Sex \ Items	a		b		c		d			
	N	%	N	%	N	%	N	%	N	%
MS	0	0	9	60.0	6	40	0	0	15	100
FS	2	13.3	3	20	9	60	1	6.7	15	100
Total	0	6.7	12	40	15	50	1	3.3	30	100

- a. English literature ; English Prose, English Poetry, and English Drama.
- b. Grammar ; English Syntax, Semantics, Phonology, and Morphology.
- c. Skills ; speaking, reading, listening, writing.
- d. Theory and Practice of Translation.

Of the 30 respondents there were 28 respondents (43.3%) major in language program and 2 (3%) chose literature. Half of the respondents (50%) had a great orientation in mastering English language competence. The result shows that a higher percentage of the female students (60%) would like to study verbal skills compared to the male students (40%). There is a significant relationship between sex and variable 4. The reason for this might be that many well paid jobs outside of academic

career are often available for female students who have knowledge of English. The result indicates the students were instrumental motivated to the Department.

There were 12 respondents (40 %) had orientation in mastering Grammar. These consist of 9 male students (60%) and 3 female students (20%). In contrast to the former results (response c), in response (b) the percentage of male students are superior in number than of the female students. This knowledge of Grammar would lead strongly the students to become linguists. In fact in some of interview to the male students most of them wanted to become reaserchers at this academic ability. Thus, they have integrative motivation to the English Department.

There were 2 female students (6.7%) who interested in English literature. As the fact, both of them major in literature studies. They seem to be integratively motivated to the English people culture for they<sup>m</sup> wanted to be familiar with it. This will not be sure untill the next analysis.

There was 1 female respondent (13.3%) who had orientation in mastering theory and practice of translation. The third question is why were the students interested in the subjects ? (variable 5). The aim for giving this statement is to indicate the respondents' agreement with instrumental or integrative motivation for learning English.

table 3.6

Sex \ Items	a		b		c		d			
	N	%	N	%	N	%	N	%	N	%
MS	2	13.3	6	40	2	13.3	5	33.4	15	100
FS	2	13.3	1	46.7	2	13.3	10	66.7	15	100
Total	4	13.3	7	23.3	4	13.3	15	50	30	100

- a. I want to better understand the English people culture.
- b. I would like to know a great deal about Grammar
- c. it permits me to meet and converse with people who speak English.
- d. it will someday be useful in getting a good job.

As can be seen from the students' response on variable 5 it appears that half of the respondents (50%) respond to instrumental motivation. The reason for this might be that they look upon knowledge of English would give opportunities of work in all fields. This consists of 10 female respondents (66.7%) and 5 male students (33.3%). This finding is relevant to students orientation to subject oriented mastering in table 3.6.

The consequence of having instrumental motivation is the students tend to stop learning as their goal have been attained.

There were 7 respondents (23.3%) would like to know about grammar. These consist of 6 male students (40%) and

1 female student (46.7%). The result is relevant to the table 3.5. There is a strong tendency to the male students to become linguists in linguistic studies. Therefore, they have an integrative motivation. The predisposition of having the motivation the students would not stop learning English.

There were 4 respondents (13.3%) said they want to better understand the English people. These consist of 2 (6.7%) male and female respondents from literature studies, and 2 (6.7%) male and female respondents from linguistic studies. These students referred to integrative motivation.

There were 4 respondents (13.3%) could be referred as integratively motivated students. They learnt English in order to meet and converse with people who speaks English.

Based on the students responses to variable 5, it will be presented the rate of the responses according to the order of importance of the items (from the highest percentage to the lowest one) as follows :

I like the subject mentioned above (in variable 4) for :	Percentage
1. It will someday be useful in getting a good job.	50 %
2. I would like to know a great deal about grammar	23.4 %



- |                                                                     |        |
|---------------------------------------------------------------------|--------|
| 3. - I want to better understand English people culture.            | 13.3 % |
| - It permits me to meet and converse with people who speaks English | 13.3 % |

It appears from table 3.4 the type of students' motivation. If it used the distinction terminology of Gardner and Lambert, the students' motivation refers to instrumental to the English Department. First of all, the students originally had a strong motivation to have knowledge of English. Secondly, the results of table 3.5 and 3.6 most of the female students were instrumental in characters. It seems that they want to use the knowledge of English for prestige career. Some of the students become familiar with English people culture through studying it at English Department, not in the real community of the English native speakers. Perhaps after finishing their study they want to go abroad. Whereas, the male students mostly referred to integratively motivated to English Department. Most of them wanted to become linguists.

The results in table 3.5 also present that both motivation could emerge mutually. For example, the students' response to item (c). The students were integratively motivated to their Department if they wanted to use the knowledge with the lecturers (native and Indonesian speakers), the other students, and other speakers. But if they want to use it outside English

Department, it would be said instrumentally motivated to their Department. The fourth question related to the motivational factors is : Did the students speak in English to invite people respect and their admiration ?

Table 3.7

Alternative	Frequency		Percentage		N	%
	M	F	M	F		
a. Yes	1	3	6.7	7	4	13.3
b. No	11	9	73.3	60	20	66.7
c. Neutral	3	3	20	20	6	20
Total	15	15	100	100	30	100

English has always been considered a highly prestigious language and the ability to speak it automatically induces respect for the speakers. The question was intended to gain information whether this type of motivation relevant to the students' verbal skill ability.

Table 3.7 shows that more than 66 % of the students respond "No" to the question. This consists of 73.3 % of the male compared to 66 % of the female responses. This type of motivation actually are very favorable to acquire communicative skill in the TL.

Of 30 respondents, there were 4 (13.3 %) respondents in response to "Yes". These consist of 3 of the female students who had a "B" average and with speaking ability

cannot speak English well and cannot speak English at all. There was also 1 male student who got a "C" average and claimed he cannot speak English well enough. This finding shows that prestige motivation is negatively related to oral communicative skill fluency of the English Department students.

There were 6 (20%) respondents in response to "Neutral". These consist of 4 of the best students. They claimed they still could not speak English well enough. Probably these students looked at the situation whether appropriate or not to speak English. In this case, the students might have prestige motivation or not at all. The fifth question is: Of the four verbal skills which one for the students was the most interested in? (variable 21). The idea of giving the question is to know which one of the four verbal skills the students would have being their best. The following analysis will reveal:

Table 3.8

Alternative	Frequency		Percentage		N	%
	M	%	F	%		
a. Writing	1	6.7	5	33.3	6	20
b. Speaking	9	60	6	40	15	50
c. Reading	3	20	2	13.3	5	16.7
d. Listening	2	13.3	2	13.3	4	13.3
Total	15	100	15	100	30	100



It appears from the table 3.8 that speaking ability seems to be the most interesting subject for the 15 respondents (50%). (it consists of 3 of the best students, two of them are male students). These consist of 9 (60%) male students and 6 female students (40%). It is indicated in table 3.8 that eventhough the male students were eager in mastering grammar, compared to the female respons, still they had a stronger desire to acquire speaking ability than female students. Probably these respondents need speaking ability mostly to be able to communicate orally with the native instructors during they were studying or for their later professional careers in the country or at international world.

There were 16 respondents (40%) interested in writing ability. These consist of 1 of the good male student and 5 female students. One of them is the best female student. This ability seems to be more interesting for the female students. This kind of ability will be useful in getting a job as translators, secretaries, guides, air hostesses, and other pretigious job in a number of multinational companies operated in this country, or to work at international hotels or at travel agents or air planes, etc. which need them to get in touch with foreigners.

There were 5 respondents (16.7%) interested in reading. These consist of 3 male respondents (20%) and 2

female students (13.3%). This ability is needed in educational context where mostly scientific and technical text books, and advance research papers are written in English.

There were 4 respondents (13.3%) interested in listening. These consist of 2 (13.3%) female students and 2 (13.3%) male students. This listening ability is very useful in order to be able to understand the oral English they are exposed to in the class since the language is the medium of instruction. The jobs as interpreters, and as translators in massmedia such as TV, radio, newspaper, etc. require this ability.

The results show there is a great demand in speaking ability. However, after years of the study most of the students (60%) claimed they still could not speak English well. The next analysis is to find the other underlying factors of the students low ability in speaking.

### 3.2.2 The Students' Attitude Characteristic

This section will present some aspects of the students' attitude towards English learning.

First of all is which one of the four skills that the lecturers give most frequently for English classroom exercise? The question was intended to obtain some information about the amount of exposure to English the students received in the classroom. The results are as follows:

Table 3.9

Alternative	Frequency		Percentage		N	%
	M	F	M	F		
a. writing	2	2	13.3	13.3	4	13.3
b. speaking	8	7	53.3	46.7	15	50
c. reading	4	5	26.7	33.3	9	30
d. listening	1	1	6.7	6.7	2	6.7
Total	15	15	100	100	20	100

Table 3.9 presents that of the four verbal skills, the students received most frequently speaking ability exercise. There were 15 respondents (50%) considered this one. These consist of 8 male respondents (53.3%) and 7 female respondents (46.7%).

There were 9 respondents (30%) considered reading as the most frequently English classroom exercise. The other 4 (13.3%) respondents considered writing as the most frequently exercise. The rest of respondents (6.7%) considered listening comprehension as the most frequently exercise.

It may be observed from table 3.9 that the students had not lack of exposure to English practice in the classroom group. But most students considered listening skill were seldom. In fact, in the process of developing conversational ability in the target language, the

students need to practice listening skill as well. This is essential in understanding the language when spoken at a normal speed of delivery in conversational situation. Eventhough the students have acquired competence, lack of listening and speaking exercises may cause the students remain silent. Therefore, they have to be forced to use the language frequently in front of other in order obtain understand (listening) and speak the language.

The fluency of language competence required various according to the area of works or kind of job. For academic careers, reading comprehension and translation is most needed. For clerical type reading and writing knowledge is needed. For hotelry and tourism capacity in speaking is a requirements. So they capable to converse in English in their work which is needed in contact with native speakers or foreigners.

The second question is would the students have participated if there were English discussion ? The idea of giving this question is to find out the students attitude towards the use of English in classrom. Their responses to the statement (variable 22) are shown in the following table :

Table 3.10

Sex \ items	a		b		c		d			
	N	%	N	%	N	%	N	%	N	%
MS	10	66.7	3	20	2	13.3	0	0	15	100
FS	9	60	6	40	0	0	0	0	15	100
Total	19	63.3	9	30	2	6.7	0	0	30	100

- a. actively participate as much as possible.  
 b. talk only if it really necessary.  
 c. like to participate but I am not sure of myself.  
 d. just ignore it.

The figure shows that 63 % of the students in table 3.10 would actively participate. This result refers to favorable attitude which consistent with the view that the more exposure to the language contributes to success in learning the language ( Manda, 1986:66).

Table 3.10 shows that there is a significant relationship between sex on one side and the exposure of English on the other. It seems that 66.7 % of the male students use English more frequently as opposed to 60 % of the female students. Of the 5 best students, there were only 2 of them gave responses to this item (a). The reason for this might be related to the students' personality and to their motivational factors.

There were 30% of the respondents said they would talk only if it really necessary. The table shows that there were 3 male students (20%) and 6 female students



(40%) gave this response. This result indicates the unfavorable attitude of the student attitude towards the use of English in the classroom. It appears from the table that still there is a significant relationship between sex and this variable. And of the five best students 3 of them gave response to item (b).

There was 1 respondent (16.7%) said he would like to participate but lack of self-confidence. This unfavorable attitude might lay on both emotional and personality factors. A sensitive student is easily embarrassed or upset if found to be error or not understood, therefore of this category often to participate only to answer the easier questions or wait for their turn. This shy student avoid the risk of making fools of himself in front of other. An introverted student may also very aware of his limitation in competence acquisition. And there was none of the students said he would ignore the discussion.

The table shows that there were 5 (23.3%) male students had unfavorable attitude toward the use of English.

The third question related to this issue is :

Would the students speak in the TL if they had the opportunity to speak it outside the class ? The question was given to estimate how the students' attitude towards the use of English outside the classroom. The following table will reveal the answer :



Table 3.11

Variable 25						
Response	M	%	F	%	N	%
a. never speak it	0	0	0	3.3	0	0
b. almost never speak it	0	0	1	6.7	1	3.3
c. speak it occasionally	9	60	11	73.3	20	66.7
d. speak English most of the time, use bahasa Indonesia only if I have to.	6	40	3	20	9	30
Total	15	100	15	100	30	100

Table 3.11 demonstrates that most of the respondents (66.7%) speak English occasionally. These consist of 4 of the best students. The students' attitude seem to be unfavorable to their verbal performance development. The good language students will seek out all opportunities to apply their grammatical knowledge through direct contact with speakers of the TL.

There were 9 respondents (30%) respond. they would speak English most of the time, use bahasa Indonesia only if they have to. It is apparent from the table that there is a significant relation between sex and this variable. There were 40% of the male students would speak English more frequently outside the classroom compared the 20% of the female students. The higher percentage of the male students over the female students shown in this

table is probably due to the fact that most of the students are Moslems which the female students are not so freely and easily to use the TL outside in classroom with strangers or foreigners. It seems that the female suffered from anomie, and they felt threat to self-identity outside classroom.

None respondents gave responses to item (a). And there was 1 respondent (3.3 %) said almost never speak English outside the classroom.

The fourth question addressed to the issue is what would the students have done if there were an English Meeting Club ? (variable 24). The idea of giving the question was to obtain some idea of students' attitude towards the use of English outside the classroom, especially in an English speaker club.

The results are as follows :

Table 3.12

Response	Frequency		Percentage		N	%
	M	F	M	F		
a. always attend the meeting	2	0	13.3	13.3	0	2 6.7
b. attend it once in awhile	4	1	26.7	66.7	6.7	5 16.6
c. attend it if I have time	9	12	60	0	80	21 70
d. not attend it even if I have time.	0	2	0	0	13.3	2 6.7
Total	15	15	100	100	30	100

Table 3.12 Shows that 70 % of the respondents reported they would attend an English meeting club if have time. The result shows a negative attitude of the students toward contact to the speakers of the target language outside of the classroom. It seems that the students did not afford an exposure to English outside the classroom properly through this method. The reason might be laying on their personality characters. The unfavorable personality and emotion may limit the students to use the new language code in front of others.

Actually, the language clubs are assential to develop natural language use. This community outside the school may be a solution to the inhibited speakers. But the students may be inhibited of the limitation of their knowledge along with their unfavorable emotional character they brought outside the classroom or the class group.

Other respondents (16.6%) said would attend the meeting once in awhile. Only a small percentage of them (6.7%) said always attend the meeting. They were the male students. This is understandable since man had a great opportunity to involve in any kind activitis outside the class and home environment, compared to the female students. The fifth question is : What factors would the students like to actively take part in English Classroom discussion? The idea of giving the question is

to find out the factors that students need in order to take part actively in English classroom discussion. The following table will reveal :

Table 3.13

Variable 23						
Response	M	%	F	%	N	%
a. I like the lecturer	0	0	0	0	0	0
b. I am in a friendly, sympathetic classroom atmosphere	2	13.3	0	0	2	6.7
c. I like the topic	6	40	0	0	0	20
d. a, b, c	7	46.7	15	100	22	73.3
Total	15	100	15	100	30	100

Table 3.13 shows that 73 % of respondents would like to participate actively in English classroom discussion if they like the lecturer, they were in a friendly, sympathetic classroom atmosphere and they like the topic. The percentage of the female student is highest to this response ( 100 percent ) compared to the male only more than 46 %. The result shows that there is a significant relationship between sex and this variable. The female students seem to be encourage to the discussion if it covers all the factors.

There were 40 % male students would actively participate if they like the topic. And there were 13.3 % male students would actively participate if it in a friendly, sympathetic classroom atmosphere. There was no response from the students that would participate if they

like the lecturers. It means that the lecturers' personality is not a dominant factor in class discussion. This result corresponds with Lakawa's finding that the attitude towards the lecturers negatively relevant to the success English language learners (Lakawa, 1992:89). The sixth question is : What did the students effort outside the class in addition to studying English in class ? The question was given to examine the students extra effort to learn English outside the class. Their responses to the question are shown in the following table :

Table 3.14

Variable 11						
Response	M	%	F	%	N	%
a. take an English course	0	0	2	13.3	2	6.7
b. follow the English program on the radio and TV.	0	0	0	0	0	0
c. read English articles	3	20	2	13.3	5	15.6
d. both b dan c	12	80	11	73.4	23	76.7
Total	15	100	15	100	30	100

Table 3.14 shows that majority of the students (76 %) were highest in contact to the English outside the classroom through television and radio as well as read articles in English. This includes 4 of the best students. The result shows the favorable attitude of the students and indicates that the students were less likely to suffer from any cultural conflict. The contact may via



massmedia such as television, movies, newspapers, and radio (popularity of American music or English in general). The effect of this could broaden the knowledge of English which in turn would help the students to better understand the native speakers and their way of life. The contact was high and there was little fear of identity loss in general in becoming bilingual. The exposure outside of class group, would be benefit for the listening ability of the students and for their achievement of their vocabulary. The results support the assumption that the more the learner listens to the language he is learning, and the more he reads in the TL, the more competent he is likely to become (Manda, 1986:66). In contrast, this finding in table 3.14 indicates that the students extra effort outside the classroom negatively supports their speaking ability (see in table 3.2). The methods benefit only in development of listening ability and enriching their vocabulary.

There were 2 respondents (6.7%)<sup>4</sup> said they read English articles in addition to studying English in class. It seems that the students had attempt to enrich their vocabulary through reading. The students seem to be in great need to improve their knowledge of English outside the class. It seems that the exposure to the language through the methods did not provoke fear of less of identity.

The seventh question is : What would the students like the language their lecturers and their classmates use as medium of instruction in the classroom ? (variable 15).

The idea of giving this question is to gain some information about students' attitude towards the lecturers and their classmates. The results are as follows :

Table 3.15

Sex \ Items	a		b		c		d			
	N	%	N	%	N	%	N	%	N	%
MS	3	20	9	60	0	0	3	20	15	100
FS	5	33.3	9	60	0	0	1	6.7	15	100
Total	8	26.7	18	60	0	0	4	13.3	30	100

- to speak both bahasa Indonesia and English.
- to speak as much English as possible.
- to speak only bahasa Indonesia.
- to speak only English.

It is apparent from the figures given above that 60 % of the respondents would like the lecturers and the students to speak English more frequently in the classroom. This is a very positive attitude. The number of these respondents showing an equal in male students and female students, that is 9 students of each sex (60%). Actually, in the classroom the students of English Department did not lack of English exposure as for the medium of instruction is English. It seems that the students would prefer use they TL knowledge as a medium of interaction than any other languages.



There were 26,7 % respondents would like to speak in both bahasa Indonesia and English. This referred to an unfavorable attitude.

There were 4 students (13,3%) who had very good attitude toward English speakers. These students would only like to speak English in the classroom with the lecturer and the other students. These consist of 1 (3,3%) the best male student. It seems that the students see the classroom as the best place to get exposure to English as much as possible. As the fact that speaking is best learnt through speaking practice.

None of the students (0%) reported that would like to speak only bahasa Indonesia. The students seem realizing the benefit of the classroom to use English where it is rather limited if it used outside the classroom. The results show that they used English with lecturers and classmates much more than others. However this attitude just operated in the classroom, not continued outside the class.

### 3.2.3 Personality

In this part will be analysed to students' personality characteristic to ascertain that this character influenced the students' verbal performance development. In order to find out the students' type of personality, the students were given statement in which their response indicate to their type of personality. The



results are showing in the table as follows :

Table 3.16

Variable 3						
Response	M	%	F	%	N	%
a. talkative, sociable, energetic student.	6	40	5	33.3	11	36.7
b. shy, calm, studious, sensitive student.	9	60	10	66.7	19	63.3
Total	15	100	15	100	30	100

Table 3.16 shows that most of the respondents were introverts (63.3%). There is significant relation between sex and this variable. The female students seem to be higher in percentage (66.7%) than male students (60%). The introverted personality is considered having negative influence on oral communicative development. The performers rely a great deal on their TL conscious grammar all the time when they speak, and they tend to place correctness a head of communication.

There were 36.7% of the respondents were extroverts. These consist of 5 (33.3 %) female students (2 of them were the best female students), and 6 (40%) male students (1 of them was the best male student).

#### 3.2.4 Emotional State

There are three subdivision factors presented in this section. First of all is : Did the students feel hard to

speak in English outside classroom in case of avoid impression of showing off to people ? (variable 6). The question was intended to examining how the student feel of threatening to self-identity in using the TL in a wider community outside the classroom. The following analysis will reveal :

Table 3.17

Alternative	Frequency		Percentage		N %	
	M	F	M	F		
a. Yes	12	10	80	66.7	22	73.3
b. No	3	3	20	20	6	20
c. Neutral	0	2	0	13.3	2	6.7
Total	15	15	100	100	30	100

It appears from table 3.17 that majority of the students (73.3%) respond "Yes" to the question. This consists of 12 (80%) male and 10 (66.7%) female students. Among this category there were 4 female and male students who got an "A" average. So, even the best students suffered from anomie. This negative emotion could effect the frequency of using the TL outside the classroom. The fear of loss of identity is not merely the converse of integrative motivation but also emerged by speaking English in front of others outside the class group community. This means that the lack of contact may also means that there is little threat to self-identity.

There were 6 respondents (20%) in response to "No". The respondents consist of 3 (20%) male and 3 (20%) female students. One of them got an "A" average and an extroverted integratively motivated student. This female student claimed that she could speak English well enough. This student showed favorable affective characteristic to the process of development both verbal competence and performance. Probably, this type is the pedagogical goal in target language learning.

The rest of the respondents (6.7%) respond "Neutral" to the question. It seems that these students could choose in what situation or to whom they want to speak outside the classroom or the classgroup. The second question is : Did the students like to make friends and speak in English with native speakers ? (variable B). The question was given with a view to examining the relationship of contact to native speakers and threat to ethnics and selfidentity. The results are as follows :

Table 3.18

Alternative	Frequency		Percentage		N %	
	M	F	M	F		
a. Yes	12	13	80	86.7	25	83.4
b. No	1	0	6.7	0	1	3.3
c. Neutral	2	2	13.3	13.3	4	13.3
Total	15	15	100	100	30	100

Table 3.18 shows that the highest percentage of the students (83.4%) answered "Yes". In this case, there was not appearing anomaly within the students. This because it is acceptable to the people if Indonesian students speak in the target language with the native speakers. The favorable attitude may hope be more competent speakers of the TL, these who do not feel their own cultural identity to be threatened with more direct contact with English speakers. The speakers whom they talk to may be foreigners, those who native and non native speakers. There were 4 respondents (13.3%) answering "Neutral". And there was 1 (3.3%) student respond "No" to the question.

The third question is : What factors were the students always face as barrier if want to speak in English ? (variable 18). The idea of giving the question is to find out the main factors that inhibit the students' verbal performance. The results are as follows :

Table 3.19

SEX	items	a		b		c		d	
		N	%	N	%	N	%	N	%
MS		2	13.3	2	13.3	3	20	8	53.4
	FS	7	46.7	3	20	0	0	5	33.3
Total		9	30	5	16.7	3	10	13	43.3

- a. psychological factors, like afraid of making mistakes and feel embarrassed if can't be understood.
- b. lack of vocabulary.
- c. lack of knowledge of grammar
- d. a,b, c

The figure reveals that there were 3 respondents (10%) could not speak English well because of the lack of grammar knowledge. There were 5 respondents (16.7%) said they could not speak well because of lack of vocabulary.

There were 9 respondents (30%) claimed that the psychological factors inhibit them to speak in English. The table also shows that there is a significant relationship between sex and this variable. These consist of 7 (46,7 %) female students ( 3 of them were best female), and 2 male students ( 1 of them was the best male student). The table shows that most of the respondents (43.3%) could not speak well because of psychological factors, lack of vocabulary and lack of grammar knowledge. The results correspond with the former study in this area. Lakawa (1992:8), reports that her respondents are psychologically inhibited of the feeling of being shy and fear to be laughed at. The students emotion toward the use of English is positively relevant with their personality, that is 63.3% of the 30 respondents are introverted students.

What could the students usually feel when they in a conversation ? (variable 19). The idea of giving the question is to find what kind of emotional factors that



inhibit the students' verbal performance. The following analysis will reveal:

Tabel 3.20

sex	items		a		b		c		d	
	N	%	N	%	N	%	N	%	N	%
MS	2	13.3	2	13.3	6	40	5	33.4	15	100
FS	2	13.3	3	20	7	46.7	3	20	15	100
Total	4	13.3	5	16.7	13	43.3	8	26.7	30	100

- can't concentrate on what my partner is saying, because I am thinking what I am going to say without making grammatical mistakes.
- correct my mistakes in the middle of utterance.
- am not afraid at all of making grammatical mistakes.
- a and b.

Table 3.20 demonstrates that there were 13 respondents (43.3%) said they were not afraid at all of making grammatical mistakes. It seems that these students have a favorable emotion. These include 2 of the best and the good students. These performers usually to be uninfluenced by error correction due to they do not use the conscious grammar at all, but use they subconsciously acquired system to produce.

There were 8 respondents (26.7%) afraid of making mistakes and correct the mistakes in the middle of utterance. These performers usually to be uninfluenced by error correction due to they do not use the conscious grammar at all, but use they subconsciously acquired

system to produce.

There were 8 respondents (26.7%) afraid of making mistakes and correct the mistakes in the middle of utterance. These include 2 of the best students.

There were 9 respondents (16.7%) corrected their mistakes in the middle of utterances. These include 1 of the best female student who had good performance.

There were 4 respondents (13.3%) could not concentrate on what their partners were saying, because they were thinking what they were going to say without making any mistakes.

The result of the table shows that most of the students (63%) still concerned on grammatical mistakes. This consists of 8 (53.3%) of female and 9 (60%) male students. As the result, such performers may speak hesitantly, often self-correct in the middle of utterances, and are so concerned with correctness that they cannot speak with any real fluency. These performers usually suffer from a grammar only type instruction, therefore they may lack of chance to speak much of the TL but to be dependent on listening practice. Performers may be over-concerned with correctness due to they do not trust their acquired competence eventhough have acquired a great deal of the TL. So this type may be accounted to personality.



## CHAPTER IV

## CONCLUSION AND SUGGESTION

## 4.1 Affective Factors in Verbal Performance

There are several foreign languages provided for language study in academic institutions in Indonesia. But by far, English is the most interesting for the students to be studied. For Unhas English Department students, linguistic competence is the most to be interested in. And they would like speaking ability to be their best. Therefore, mostly students had orientation to linguistic studies rather than to literature ones.

From this study mostly female students were eager to the verbal skills, whereas the male students to the Grammar. Of the four skills, the result of the analysis was highest on "speaking" in percentage. But this highest percentage is followed by the lower percentage on the fluency of the students speaking ability. The results indicate that the students still linger on linguistic and nonlinguistic problems at once.

The results of the factors analysis of the students' attitude toward the use of English in class were favorable. Eventhough the students were very aware on the form, they were actively involved in classroom discussion. This means they had positive attitude toward the subjects presented, the lecturers, the class environment,

and their classmates. But this attitude turned to negative outside the classroom and class group. The students seem to be suffered from anomie outside the class. Consequently, they had negative attitude toward the use of actual knowledge in wider real life community. However, they had positive attitude towards the native speakers and their culture, and they liked to use English with them in and outside the class.

According to Lambert's and Gardner's dichotomy motivation, integrative motivation would be best for verbal performance development. But by far, the English Department students only have instrumental in characters. The problem is that there are not many native speakers nor foreigners who use English in this city. The solution may be there that the lecturers should create English Department in particular, and Faculty of Letters generally as a target language community. In this case as environmental supports to the students to apply the TL in daily life communication outside the classroom and the classgroup. This is from freeing the students of suffering from lathophobic aphasia and anomie as well. The result would be that English Department not only produce linguists but also performers.

## APPENDIX

## QUESTIONNAIRE

## Instruction

Please answer the following items by circling the letter of the alternative which appears most applicable to you.

- 1.(1) I come to the study of English at English Department Faculty of Letters, Unhas, because :
  - a. my friends asked me.
  - b. I was not accepted at the other Departments.
  - c. my parents wanted me to major in English.
  - d. I really wanted to have a knowledge of English.
  
- 2.(3) I am a :
  - a. talkative, sociable, energetic student.
  - b. shy, calm, studious, sensitive student.
  
- 3.(4) The subject that I would like the most to master is :
  - a. English literature : English Prose, English Poetry, and English Drama.
  - b. Grammar : English Syntax, Semantics, Phonology, and Morphology.
  - c. Skills : speaking, reading, listening, writing.
  - d. Theory and Practice of Translation.
  
- 4.(5) I like the subjects mentioned above for :
  - a. I want to better understand the English people culture.
  - b. I would like to know a great deal about grammar.
  - c. It permits me to meet and converse with people who speak English.
  - d. It will someday be useful in getting a good job.
  
- 5.(6) Do you find yourself hard to speak in English outside classroom in order to avoid impression of showing off to people ?
  - a. Yes
  - b. No
  - c. Neutral

6.(7) Do you speak in English to invite people respect and their admiration ?

- a. Yes
- b. No
- c. Neutral

7.(8) Do you like to make friends and speak in English with the native speakers ?

- a. Yes
- b. No
- c. Neutral

8.(9) During studying at English Department, I passed the compulsory subjects with :

- a. an "A" average
- b. a "B" average
- c. a "C" average
- d. a "D" average

9. (11) In addition to studying English in class, I :

- a. take an English course
- b. follow the English programs on the radio and TV
- c. read English articles
- d. both b and c

10.(15) In the class, I would like the lecturer and the students :

- a. to speak both bahasa Indonesia and English.
- b. to speak as much English as possible
- c. to speak only bahasa Indonesia.
- d. to speak only English.

11.(17) Of the four skills that the lecturers give most frequently for English classroom exercise is :

- a. writing
- b. speaking
- c. reading
- d. listening

- 12.(18) The factor I always face as barrier if I want to speak English is :
- psychological factors, like afraid of making mistakes and feel embarrassed if can't be understood.
  - lack of vocabulary.
  - lack of knowledge of grammar.
  - a, b, c.
- 13.(19) When I have a conversation, I :
- can't concentrate on what my partner is saying because I am thinking what I am going to say
  - corret my grammatical mistakes.
  - am not afraid at all of making grammatical mistakes.
  - a and b.
- 14.(21) Of the four skills I am most interested in :
- writing
  - speaking
  - reading
  - listening
- 15.(22) If there were English discussion, I would :
- actively participate as much as possible.
  - talk only if it really necessary.
  - like to participate but I am not sure of mayself.
  - just ignore it.
- 16.(23) I actively take part in English classroom discussion if :
- I like the lecturer
  - I am in a friendly, sympathetic classroom atmosphere.
  - I like the topics.
  - a, b, c.
- 17.(24) If there were an English Meeting Club, I would :
- always attend the meeting.
  - attend it once in awhile.
  - attend it if I have time.
  - not attend it even if I have time.



18.(25) If I had the opportunity to speak English outside the class, I would :

- a. never speak it.
- b. almost never speak it
- c. speak it occasionally
- d. speak English most of the time, using bahasa Indonesia only if I have to.

19.(13) After years of study now I find :

- a. I can speak English fluently.
- b. I can speak English well enough.
- c. I still can't speak English well.
- d. I cannot speak English at all.

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Name :

Reg. number :

Faculty :

Date :

Subject :

Lecturer :

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