CHAPTER IV

FINDINGS AND DISCUSSION

This chapter provides findings as well as the discussion of the study result on the use of attitude markers by students in speech performance.

4.1   Data description

The data of this study were 16 transcribed video recording of students' speech performances. The data were taken from 6 to 9 minutes speech performances of each students' on the Public Speaking course by 13 Dik B students of English Department State University of Jakarta on 16th April 2015.

4.2   Findings

As stated in chapter 1, this study intended to describe the attitude markers in 16 transcribed speech performances of English Department Students. It was proposed to obtain information related to answer question number (1) "What types of attitude markers are most dominantly used in ED students' speech performances?". After reading, analyzing and classifying attitude marker occurrences in 16 transcribed English Department students' speech performances, the answer of the three research question mentioned above were found, as follows:

4.2.1 The Overall Numbers of Attitude Markers Used by Students

Student	Total of		%age	Student	Total of		%age
	Running Words	AMs Used			Running Words	AMs Used	
01	752	22	2.93%	09	905	12	1.33%
02	1359	28	2.06%	10	872	8	0.92%
03	744	17	2.28%	11	459	4	0.87%
04	1097	18	1.64%	12	741	3	0.40%
05	415	7	1.69%	13	746	12	1.61%
06	519	7	1.35%	14	582	4	0.69%
07	766	7	0.91%	15	655	3	0.46%
08	640	4	0.63%	16	473	8	1.69%

Table 1. Total Numbers and Percentage of Attitude Markers Used Per Student.

From 11725 running words counted from 16 performances, there are 163 words considered which are considered as attitude marker which shown that the average percentage of attitude markers used is only 1,34%.

4.2.2 The Types of Attitude Markers Used by Students

From table 1, based on Hyland (2005) there are three types of attitude markers occurred in speech performances of English Department Students', namely attitude verb, adverb, and adjective.

*Table 2 . Types of Attitude Markers in Speech Performances*

No.	Attitude Markers	Speech Performances	
		Total	Precentage
1	Attitude Verb	76	46,63%
2	Adverb	2	1,23%
3	Adjective	85	52,15%
Total		163	100%

Nonetheless, not all of the speech performances by English Department' Student used all the three types of attitude markers. From table 6, we can see that there are 15 student employ a combination of attitude verb and adjective in their speech. Only 2 speakers use adverb as attitude marker, and 1 speaker that only use attitude verb.

4.2.3 The Most Dominant Type of Attitude Markers Used by Students

Among the three types of attitude marker employed in English Department speech performances, the researcher found that adjective is the predominantly attitude marker that is used by English Department student. To make it clear, see the figure 1. below:

Figure .1 The Distribution of Attitude Marker Types in English Department Speech Performances
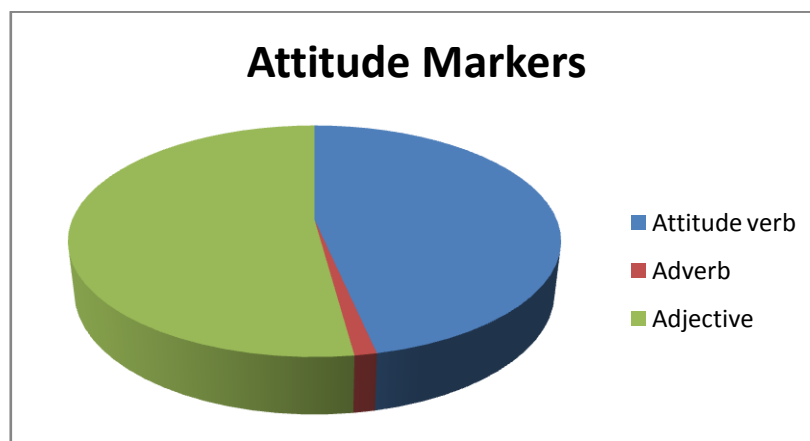
From the figure 1 above, the use of adjective in English Department speech performances gets the highest percentage among the other types which is 50% of 77 words, the researcher found 49 adjective items in English Department students' speech performance, as follow:

No	Adjective	Total	%age
1	Afraid	1	1.18%
2	Amazing	1	1.18%
3	Ambitious	1	1.18%
4	Basic	3	3.53%
5	Beautiful	6	7.06%
6	Beloved	1	1.18%
7	Best	1	1.18%
8	Better	3	3.53%
9	Beyond	2	2.35%
10	Big	2	2.35%
11	Careful	1	1.18%
12	Clear	1	1.18%
13	Concrete	1	1.18%
14	Consistent	1	1.18%
15	Crucial	1	1.18%
16	Difficult	2	2.35%
17	Easy	1	1.18%
18	Enjoy	1	1.18%
19	Enjoyable	1	1.18%
20	Enjoying	1	1.18%
21	Exciting	1	1.18%
22	Favorite	1	1.18%
23	Good	7	8.24%
24	Great	2	2.35%
25	Greater	1	1.18%
26	Greatest	1	1.18%
27	Greatly	1	1.18%
28	Happy	2	2.35%
29	Hard	1	1.18%

30	Honest	1	1.18%
31	Honored	1	1.18%
32	Hopefully	1	1.18%
33	Huge	2	2.35%
34	Important	4	4.71%
35	Impossible	1	1.18%
36	Love	1	1.18%
37	Measureable	1	1.18%
38	More	1	1.18%
39	Never	1	1.18%
40	Older	1	1.18%
41	Pleased	1	1.18%
42	Problematic	1	1.18%
43	Proud	1	1.18%
44	Reconcile	1	1.18%
45	Sad	1	1.18%
46	Saddest	1	1.18%
47	Severe	1	1.18%
48	Sharpen	1	1.18%
49	Significant	2	2.35%
50	Simple	3	3.53%
51	Simply	1	1.18%
52	Special	1	1.18%
53	Specific	1	1.18%
54	Strong	1	1.18%
55	Unacceptable	1	1.18%
56	Worried	1	1.18%
57	Worth	2	2.35%
	Total	85	100.00%

Table 4.The Frequency of Adjective Used by Students

Adjective of "good" is the most commonly used by English Department students with 7 words, followed by "beautiful" with 6 words. And the others could be seen on table above.

4.3 Discussion

This section was aimed at discussing the findings mentioned above to answer question (2) "To what extend do the student deliver the informative speech?".

4.3.1 The Use of Attitude Markers in English Department Informative Speech

As stated before, there are three types of attitude markers which are attitude verb, adverb, and adjective. This result somehow indicates that students are aware in showing their affective toward the topic in delivering speech. To give further explanation, each category of attitude markers is elaborated in the following section:

4.3.1.1 Attitude Verb

No	Attitude verb	Total	%age
1	Achieve	3	3.95%
2	Achieving	1	1.32%
3	As	1	1.32%
4	Avoid	1	1.32%
5	Believe	4	5.26%
6	Benefited	1	1.32%
7	Challenge	3	3.95%
8	Change	1	1.32%
9	Changing	1	1.32%

10	Confused	1	1.32%
11	Consider	2	2.63%
12	Enrich	1	1.32%
13	Ensure	1	1.32%
14	Exist	1	1.32%
15	Expected	1	1.32%
16	Feel	1	1.32%
17	Has	1	1.32%
18	Have	8	10.53%
19	Hope	5	6.58%
20	Hoping	1	1.32%
21	Improve	1	1.32%
22	Increase	1	1.32%
23	Is	1	1.32%
24	Know	1	1.32%
25	Loving	1	1.32%
26	Make	2	2.63%
27	Need	3	3.95%
28	Needed	1	1.32%
29	Pay attention	1	1.32%
30	Prioritized	1	1.32%
31	Realize	2	2.63%
32	Remember	1	1.32%
33	Simplify	1	1.32%
34	Strengthen	1	1.32%
35	Suggest	2	2.63%
36	Support	3	3.95%
37	Think	9	11.84%
38	Thought	2	2.63%
39	Want	2	2.63%
40	Worried	1	1.32%
	Total	76	100.00%

Table 3. The Frequency of Attitude Verb Used by Students

Drawn from table above, the most used attitude verb by students is "think" with 11,84% or 9 times used, followed by "have" with 10,53% or 8 times used and many of them only one time used. The high usage of "think" represent the opinion and attitude of the speaker toward the topic delivered. For example:

(1) MDG is... I <u>think</u> it's a... it's a great program idea to help or to decrease some severe problems in this school (STUDENT01)

(2) I <u>think</u> that there are three cases that we need to know.(STUDENT03)

As in example (1), STUDENT01 believe that MDG is a great program, in other word STUDENT01 support MDG to be applied and STUDENT02 believe that the three cases mentioned is important and the listener need to know the three cases mentioned. Here are another example of attitude markers in the form of attitude verb:

(1) We should <u>ensure</u> environmental system sustainability (STUDENT01)

(2) I <u>believe</u> the goals have played an important part (STUDENT03)

(3) I <u>hope</u> and I know all the Indonesian and people around the world to save our generation and all the humanity (STUDENT06)

(4) So that's why we have to <u>support</u> Indonesia to achieve the goals peoples by taking part, or getting involved in every foundation that Indonesia has created (STUDENT07)

(5) We need to <u>enrich</u> knowledge everybody with sex education with seminar, discussion, etc (STUDENT14)

In example (1), STUDENT01 believe that both speaker and listener have role to keep the environmental sustainability, "ensure" used as attitude markers in form of attitude verb that means the speaker also invite the listener to participate in the environmental sustainability. In example (2) STUDENT03 mentioned that the goal of MGD played an important role in developing the country which indicated with "believe". STUDENT06 in example (3) showed that STUDENT06 looking forward the effect of MDG for the humanity indicated with "hope". In example (4), STUDENT07 used "support" as attitude markers which means speaker want listener to participate in supporting Indonesia to achieve the goals. And in example (5) STUDENT14 want to propose the knowledge of sex education using "enrich"

4.3.1.2 Adverb

No	Adverb	Total	%age
1	Consequently	1	50%
2	Actually	1	50%

Total	2	100%

Table 4. The Frequency of Adverb Used by Students

(1) Ladies and gentlemen, global warming which has been going on since the last few years has begun to impact and <u>consequently,</u> we feel that the impact (STUDENT10)

(2) Okay, <u>actually,</u> several days ago I read some article… not some, but an article written by Ramadania Amanda Putri and uh… in the articles, it's written an impact of AEC in Indonesia, various industries in Indonesia.(STUDENT15)

In this type of attitude marker, only 2 item that show the use of adverbs in the sentence. Example (1) shows that the global warming is really impacting in the real life and both the speaker and listener feel the impact of the global warming. And in example (2) STUDENT15 tell the truth to build listener interest by giving fact by other source.

4.3.1.3 Adjective

No	Adjective	Total	%age
1	Afraid	1	1.18%
2	Amazing	1	1.18%
3	Ambitious	1	1.18%

4	Basic	3	3.53%
5	Beautiful	6	7.06%
6	Beloved	1	1.18%
7	Best	1	1.18%
8	Better	3	3.53%
9	Beyond	2	2.35%
10	Big	2	2.35%
11	Careful	1	1.18%
12	Clear	1	1.18%
13	Concrete	1	1.18%
14	Consistent	1	1.18%
15	Crucial	1	1.18%
16	Difficult	2	2.35%
17	Easy	1	1.18%
18	enjoy	1	1.18%
19	enjoyable	1	1.18%
20	enjoying	1	1.18%
21	exciting	1	1.18%
22	Favorite	1	1.18%
23	Good	7	8.24%
24	Great	2	2.35%
25	greater	1	1.18%
26	Greatest	1	1.18%
27	Greatly	1	1.18%
28	happy	2	2.35%
29	Hard	1	1.18%
30	Honest	1	1.18%
31	honored	1	1.18%
32	Hopefully	1	1.18%
33	Huge	2	2.35%
34	important	4	4.71%
35	impossible	1	1.18%
36	Love	1	1.18%
37	measureable	1	1.18%
38	More	1	1.18%
39	Never	1	1.18%
40	Older	1	1.18%
41	pleased	1	1.18%

42	Problematic	1	1.18%
43	Proud	1	1.18%
44	Reconcile	1	1.18%
45	Sad	1	1.18%
46	Saddest	1	1.18%
47	Severe	1	1.18%
48	sharpen	1	1.18%
49	significant	2	2.35%
50	simple	3	3.53%
51	Simply	1	1.18%
52	special	1	1.18%
53	specific	1	1.18%
54	Strong	1	1.18%
55	Unacceptable	1	1.18%
56	Worried	1	1.18%
57	worth	2	2.35%
	Total	85	100.00%

Table 5. The Frequency of Adjective Used by Students

From the table above, the most used adjective is "good" with 8,24% or 7 times used by students followed by "beautiful" with 7,06% or 6 times used by students. The high usage of "good" indicates positive reaction or support toward the topic that delivered. For example:

(1) So, I would like to tell that you should know this condition offers us a good challenge in economic things, in business. (STUDENT04)

(2) The basic element to build this is good quality of education (STUDENT13)

Example (1) indicates that STUDENT04 view MGD as a good challenge for Indonesians and the listeners to improve themselves and example (2) shows that STUDENT13 propose good quality education as the basic element to build a good nation. Here are another example of attitude verb in form of adjective:

(1) I want to share this <u>beautiful</u> experience that I got since I got into this campus, this university.(STUDENT02)

(2) So, I would like to tell that you should know this condition offers us a <u>good</u> challenge in economic things, in business.(STUDENT04)

(3) The most <u>important</u> goals are to improve health and education uhm... to improve health and education for child and woman and also to combat diseases.(STUDENT05)

(4) Nah this bonus will bring <u>huge</u> advantage, right, for Indonesia? (STUDENT08)

(5) Indonesia can also feel the positive effects of ASEAN Economic Community 2015 if all the potentials are optimized <u>greatly</u> (STUDENT09)

Example (1) shows that STUDENT02 want to share the beautiful experience from STUDENT02 point of view to build interest of the listener which

indicated with "beautiful". Example (2) invites the listener to challenge themselves with the MGD which showed by "good". In example (3) shows the importance of the goals from STUDENT05 point of view and raise listener awareness toward the topic. Example (4) points out that the advantages of demographic bonus for Indonesians. Example (5) points out the positive impact of AEC if all of the potential optimized greatly.