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## Students' Affect Toward Classroom Activities on English for Daily Conversation Subject

**Silfia Rahmi**

A Lecturer at English Education Department at IAIN Batusangkar

[silfiarahmi@iainbatusangkar.ac.id](mailto:silfiarahmi@iainbatusangkar.ac.id)

### Abstract

Classroom activities becomes one of necessary and beneficial efforts for enhancing students' speaking ability. However, that endeavor will be advantageous and will not waste the time if the students like them. Therefore, this research aims at investigating students' affect toward classroom activities on English for daily conversation subject together with their reason to have such kind of that affect. This belongs to mixed method research. The instruments used to collect the data were questionnaire along with interview guide. There were 78 (Seventy Eight) students participated to obtain the quantitative data and there were 12 (twelve) students to gain the qualitative data. The data obtained from the questionnaire were analyzed based on formula suggested by Heaton and Djemari et. All. Meanwhile, the data got from interview guide were analyzed based on the theory recommended by Miles and Huberman. The finding of this research revealed that there were 80.76 % (Eighty point seventy six) students had strongly positive affect toward classroom activities applied by the lecturer on English for daily conversation subject. The reasons were the students convince that they can encourage them to speak and can increase their speaking ability and may provide the students' opportunities to speak. Furthermore, classroom activities can express their idea creatively and can stimulate them to think quickly, critical and creative. Besides, through classroom activities, they have the bravery to speak English. It indicated that most of students like to have classroom activities. In nutshell, there are students' positive response toward classroom activities. Then, they also have the rationale reason why they have such kind of that affect. It indicated that there were no psychological problem faced by the students when the lecturers applied classroom activities on English for daily conversation subject. It can be interpreted that the providing classroom activities which usually employed by the lecturers can be continued to be applied as an effort to increase students' speaking ability.

**Keyword:** Affect, classroom activities, english for daily conversation

**Introduction**

Unavailability of English speech communities for EFL students like Indonesian students do not allow them to practice their English in real situation. It makes them lack of opportunities to express their ideas in English freely and creatively. For that reason, the lecturers have to create many ways as the efforts to provide the students more chance to practice their English. One of that efforts is through dispensing classroom activities. There are many classroom activities can be applied by the lecturers. They are discussion, role play, simulation, information gap, brainstorming, storytelling, interviews, story completion, picture narrating, picture describing ,find the difference, list making, story completion, ranking, giving direction, group interview, show and tell, discussion, ,simulation, reporting and playing cards, (Nematova,2016); (Piccolo, 2010).; (Kayi, 2013), (Brown, 2010 & Abeywickrama).

Classroom activities seem to be really significant and auspicious effort for convalescing students' speaking ability since through that effort, they will have more chance to use target language in authentic and meaningful setting. Furthermore, the learners may be easily motivated to learn English (Browne, M. & Freeman, 2000). Moreover, through classroom activities, the students also can develop their critical thinking and organization of idea. Moreover, they become an essential factor in language learning in communication since they can enhance students' communication skill. Furthermore, they also can facilitate language learning and the students can praxis their communication skill (Zhu, 2012). Furthermore, they also can appoint the students in learning activities, facilitate learning by doing and practicing communication skills. Moreover, they can arouse a high degree of students' interest and enthusiasm. Meanwhile, they allow the lecturers to work with a wide range of students' capabilities and allow experimentation with a model of the real environment (Moore, 2011). Besides, they also can increase students' communicative ability, (Zhu, 2012). Furthermore, several studies show that classroom activities are the helpful approach for developing and sustaining critical thinking skills as well as oral communication ability (Camp, J. M., & Schnader, 2010) ; (Paul, R., & Elder, 2007)(Ryan, S., & College, 2006); (Roy, A., and Macchiette, 2005); (Ng, P. T., Lan, L. K. Y., & They, 2004).

In line with the importance of that classroom activities, the result of preliminary observation indicate that the lecturers who teach on English for daily conversation had tried to provide them every meeting. There were 11 (eleven) activities found. They were role play, brainstorming, debate, guessing games. It was expected that through the provision of different classroom activities such as role play will provide opportunities for students to practice their language before they have to communicate in a real environment (Nunan, 2003). Then, it is hoped that the students can communicate in relax situation (Moore, 2011). As a result, they will be relax and interesting in language learning. Finally, their speaking skill will be increased. It is in line with the objective of English for daily conversation subject.

The success of using classroom activities utilized by the lecturers on English for daily conversation subject was influenced by some factors. One of them is students' affect as one of component of perception beside the other factor such as IQ, anxiety, motivation etc. It is concerning with like and dislike toward an object which indicates attitude's direction, positive and negative. Like refers to positive thing. Meanwhile, dislike related to negative (Walgito, 2002); (Masbow, 2017). It becomes an important factor since it will influence the students to do the action (Navaro, Diego., & Thornton, 2011; (Horowitz, 1988; Sakui and Gaies, 1999);. In this case, It influences the students' success in learning English (Kleinke, 1978); (Nunan, 2003); (Davis 1999). Moreover, it also can increase their attitude and motivation in learning English (Szilagy, Andrew D., 1980. Many previous research only discusses about the implementation of classroom activities. Meanwhile, how is the students' affect toward classroom activities more tend to be ignored. That's why the research related to the students' affect toward classroom activities on English for daily conversation subject is crucial to be conducted. It is to be a consideration whether this activity can be continued or not. So that, providing classrooms activities was effective and not wasting the time.

## **Research Methodology**

The method of this research belongs to mixed method. The researcher tries to combine the quantitative and qualitative. It is to identify the students' affect toward classroom activities utilized by the lecturers on English for daily conversation subject together with their reasons to use that. It was done on September 2019. Participants on this research were all English teaching department students who take English for daily conversation subject. There were 78 (seventy Eight) students participated to get the quantitative data. Then, there were 12 (twelve) students interviewed to get the qualitative data. It is to know the students' reason why they have such kind of that affect. After that, they were two instruments used on this research. First was questionnaire. It was to know the students' affect toward classroom activities. It used five choices of Likert scale. They were *sangat setuju* (strongly agree), *setuju* (agree), *ragu-ragu* (neutral) *tidak setuju* (disagree) and *sangat tidak setuju*, (strongly disagree). Then, there were 18 (Eighteen) statement written. Those were compiled in Indonesian language in order that the respondents or the students could answer the items easily. That questionnaire was used to know students' affect toward classroom activities applied by the lecturers on English for daily conversation subject. The score for each items of the questionnaire will be explained as follows:

**Table 1**  
**Table of Score for Categories Statement**

Categories	Statement	
	Positive	Negative
Strongly Agree (SA)	5	1
Agree (A)	4	2
Undecided (U)	3	3
Disagree (DA)	2	4
Strongly Disagree (SD)	1	5

Then, the second instrument used was the interview guide. It was utilized to get the qualitative data. It was to obtain more information related to the students' reason to have such kind of that affect . It was also given in Indonesia.

After collecting the quantitative data, mean score of students' affect toward classroom activities applied by the lecturers on English for daily conversation subject was calculated. It used the formula from Heaton & Djemari (1991:176). It is as follow:

$$M = \frac{\sum fx}{N}$$

M = Mean Score of the Students' Affect

$\sum fx$  = Sum of the Students' Score of Each Item.

N = Number of the Students

Then, after calculating mean score of the students' affect, it was categorized based on Oxford theory. It is as follows:

**Table 2**  
**Table of Data Interpretation**

Class Interval	Interpretation
$\geq(0.80 \times \text{max score})$	Strongly Positive
$(0.60 \times \text{max score}) - (0.80 \times \text{max score})$	Positive
$(0.40 \times \text{max score}) - (0.60 \times \text{max score})$	Negative
$\leq(0.40 \times \text{max score})$	Strongly negative

Then, the data got through interview were analyzed based on the theory from Miles & Huberman. They were data reduction, data analysis and conclusion.

## Findings and Discussion

### Findings

After administering the quantitative data, it can be gotten that the total score of students' affect was 6083. The maximal and minimal score were 90 and 61. Then, for positive statement, most of students tended to choose strongly agree and agree. Meanwhile, for negative statement, most of them chose strongly disagree and disagree. It implied that most of them had positive affect. The detailed information can be seen in the following table and graph.

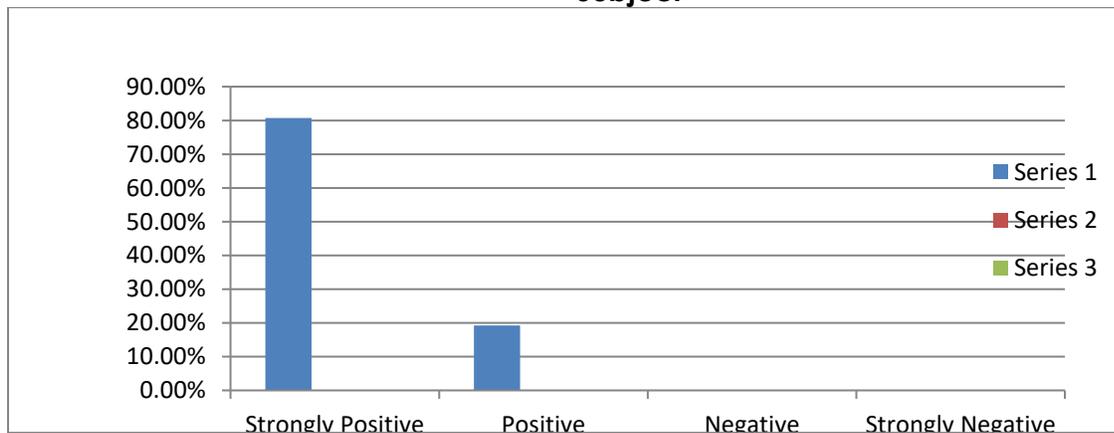
**Table 3**  
**Table of Interpretation of Students' Affect Toward Classroom Activities on English for Daily Conversation Subject**

No	Class Interval	Frequency	Percentage	Interpretation
1	$\geq 72$	63	80.76 %	Strongly Positive
2	54-72	15	19,24 %	Positive
3	36-54	-	-	Negative
4	$\leq 36$	-	-	Strongly Negative

Total		100 %	
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According to the table above, it can be seen that there were 63 (Sixty three) or 80.76% students have strongly positive affect toward classroom activities on English for daily conversation. It can be interpreted that most of them like when the lecturers gave the classroom activities. The detail information can be seen in the following diagram:

**Graph.1**  
**The Students' Affect Toward Classroom Activities on English for Daily Conversation Subject**



Then, to get the qualitative data, it is in order to know the students' reason regarding why they have strongly positive affect toward classroom activities, the interview was administered. The result of interview found that there were not various answers gotten. The answer of each participants was rather the same. It was identified that there were four reasons why they have positive affect toward classroom activities on English for daily conversation subject. First was they believe that classroom activities motivated them to speak and can increase their speaking ability. Furthermore, they also state that they can provide the students' opportunities to speak. They think that through classroom activities such as role play and brainstorming, they have more opportunities to express their idea and to get the rehearsal. The third was most of them like to get classroom activities since they can express their idea creatively and can stimulate them to think quickly, critical and creative. Finally, through classroom activities, they have the bravery to speak English. Then, it also can be gotten that the students like the classrooms

activities on English for daily conversation subject since they believe that it can increase their English ability.

## **Discussion**

The result of this research showed that most of students have strongly positive affect toward classroom activities on English for daily conversation subject. It was 80,76 %. Affect like discussed before becomes one of component of perception. It is focusing on discussing whether the students like or not toward that classroom activities. This finding is the same as the finding of (Huang,Xiaoyu,2016). They also found positive perception toward classroom activities on learning English. They discussed about three component of perception they are cognitive, affective and conative. However, this research focus on the students' affect. It is discussing about whether the students like classroom activities or not.

Moreover, the result of interview shows that there are four reasons why they like or happy when the lecturers gave classroom activities. First is it can arouse the students' motivation to speak and they believe that it can improve their speaking ability. This finding was in line with expert of (Kayi, 2013); (Moomala, O., Faizah, M., & Amiri, 2013);(Doody, O., & Condon, 2012); (Yang & Rusli, 2012); (Hall, 2011); (Rear, 2010);(Kennedy, 2009) ;(Yang, C. H., & Rusli, 2012); (Darby, 2007); (Tumposky, 2004). They state that classroom activities such as interview becomes one of good activities to motivate the students to speak. Then, they also can give them enough opportunity to speak. As a result, their speaking will be improved. The reasons stated by the students are quite similar with the opinion of (Browne, M. & Freeman, 2000). It is in line with the opinion of (Kayi, 2013). He states that classroom activities such as brainstorming can provide the students the opportunities to practice pronunciation and they can communicate well. It indicated that what the students think are the same as what the expert think.

The third reason was most of them like to get classroom activities since they can express their idea creatively. Besides, it is also able to stimulate them to think quickly, critical and creative (Moomala, O., Faizah, M, & Amiri, 2013);(Doody, O., & Condon, 2012); (Yang, C. H., & Rusli, 2012) ; (Hall, 2011); (Rear, 2010); (Kennedy, 2009, 2007); (Darby,

2007); (Tumposky,2004.). Related to that, Stepahne (2006) also states that classroom activities such as brainstorming and discussion can help the students to think fast and creative. Finally, they will have the bravery to speak English. Then, (Harmer, 2007) also states that classroom activities such as information gap can stimulate the students to be easier to speak. The students are not shy. Then, it is also in line with what the expert suggests to have. They have to have a good affect toward what the lecturers apply in the classroom activities. It is to increase their speaking ability (Prabu in Ruso, 2007:2). It becomes a good basic to increase their speaking ability since affect influence their success in learning speaking (Kleinke, 1994.)(Nunan, 2003); Moreover, it also can increase their attitude and motivation in learning English ((Szilagy, Andrew D., 1980);. Thus, the result of this research indicated that what they found on the field are same as what the expert hope. The students have to have positive affect to get maximal result.

Related to that, Horowitz in Navarro (2009) & Thornton (2011) state that the students' perception in this case students' affect as one of perception component influences the result of classroom activities. If the students have a very positive perception, the purpose of providing classroom activities can be achieved. In line with that, (Zhu, 2012)&(Kleinke,1994.); (Nunan, 2003) also state that perception becomes one of factor which decide the success or failure of a technique in this case, the classroom activities. It indicates that, through strongly positive affect which the students have, the learning process will be achieved well. The students' speaking ability will be improved. The result of this research indicated that what they found on the field are same as what the expert hope on their theory. In this case, they have to own the positive perception to get the maximal result of providing classroom activities.

### **Conclusion and Suggestion**

In line with the result of this research, it can be concluded that most of students have a very positive affect toward classroom activities provided by the lecturers on English for daily conversation subject. Most of them like or happy to get the classroom activities such as role, games, etc. It indicated that there is a good response of the students toward classroom activities used by the lecturers. Besides, they also have the rational reasons for having strongly affect toward classroom activities. It discloses that

there is no psychological problem of the students when the lecturers provide classroom activities. It implied that the lecturers can continue to apply classroom activities on English for daily conversation as an effort to increase students' speaking ability. It seems that it will not become useless and wasting the time.

Then, affect is only one of three components of perception. That's why the writer suggest the other writer to write the article regarding the other two components. It is to get how is the students' response and think related classroom activities to get the more comprehensive information regarding the students' response, in this case cognitive and conative component toward classroom activities utilized by the lecturers on English for daily conversation subject.

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