

**STUDENTS' ATTITUDES ON PREFERED TOPICAL  
KNOWLEDGE IN SPEAKING**

**THESIS**



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FACULTY OF TEACHER TRAINING AND EDUCATION  
LANGUAGE EDUCATION DEPARTMENT  
STUDY PROGRAM OF ENGLISH EDUCATION  
2018 M/1439 H**

# **STUDENTS' ATTITUDES ON PREFERED TOPICAL KNOWLEDGE IN SPEAKING**

## **THESIS**

Presented to State Islamic Institute of Palangka Raya  
In partial fulfillment of the requirements  
for the degree of *Sarjana* in English Language Education



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2018 M /1439 H**

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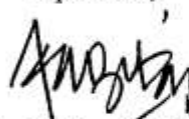
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Thank you for your attention.

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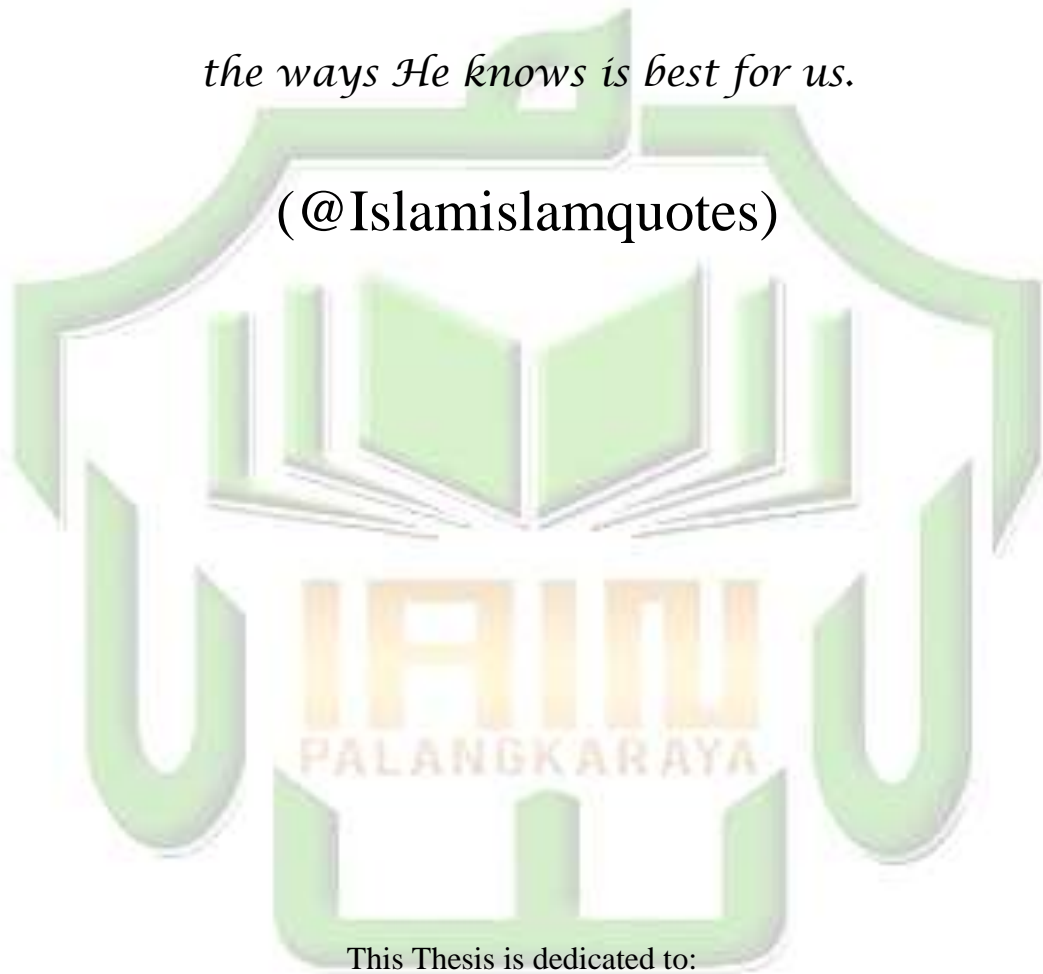


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## MOTTO AND DEDICATION

*Allah SWT never leaves any du'a of ours  
unanswered. He just answers it in different ways,  
the ways He knows is best for us.*

(@Islamislamquotes)



This Thesis is dedicated to:

Her beloved Father Turiman and Mother Nurhidayati  
for their valuable endless prayer, sacrifice, and  
support.

## DECLARATION OF AUTHORSHIP

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Declare that:

1. This thesis has never been submitted to any other tertiary education institution for any other academic degree.
2. This thesis is the sole work of author and has not been written in collaboration with any other person, nor does it include, with due acknowledgement, the work of any other person.
3. If at later time it is found that this thesis is a product of plagiarism, I am willing to accept any legal consequences that may be imposed to me.

Palangka Raya, 31 May 2018  
Yours Faithfully

  
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## ABSTRACT

Komariah, Siti. *Students' Attitudes on Preferred Topical Knowledge in Speaking.*

**Keywords:** Students' Attitudes, Topical Knowledge, Speaking, Learning Anxiety.

This study was aimed at: (1) The attitudes of English students towards preferred topical knowledge in speaking course in relation of their learning anxiety, (2) The students attitude to preferred topical knowledge in speaking course, (3) The students attitude to unpreferred topical knowledge in speaking course.

The study used mix method design. For the data collection, it was used the instruments such as questionnaire and observation. The sample was 55 students at the English Education Study Program of IAIN Palangka Raya on academic year 2015 to 2017. It was taken using random sampling technique, and purposes sampling technique to determine mix method design. To analyze the data, it was through the techniques: descriptive statistic, data collection, data display, data reduction, and conclusion.

The result of the quantitative data analysis showed that the students' attitudes on topical knowledge in speaking course in relation of their learning anxiety received the high factors with mean (3.95). The highest of students' preferred topic is hobby (85%) and the students' unpreferred topic is politic (90%). The result findings that the students' attitudes to unpreferred topical knowledge in speaking had negative attitude towards unpreferred topics. But, They had positive attitudes towards preferred topics.

## ABSTRAK

Komariah, Siti. *Sikap Mahasiswa terhadap topical knowledge yang di sukai di dalam speaking.*

**Kata Kunci:** Sikap Mahasiswa, *Topical Knowledge*, Berbicara, Kecemasan Belajar.

Penelitian ini bertujuan untuk: (1) Sikap mahasiswa bahasa Inggris terhadap *Topical Knowledge* di dalam *speaking* dikaitkan dengan kecemasan belajar mereka, (2) Sikap mahasiswa terhadap topik yang mereka sukai di kelas *speaking*, (3) Sikap mahasiswa terhadap topik yang mereka tidak sukai di kelas *speaking*.

Penelitian ini menggunakan metode campuran. Untuk mengumpulkan data, peneliti menggunakan instrumen seperti kuesioner dan pengamatan. Sample penelitian adalah 55 mahasiswa program studi bahasa Inggris IAIN Palangka Raya. Teknik *random sampling* dan tehnik *purposes sampling* digunakan untuk mengambil data campuran. Untuk menganalisis data yaitu melalui tehnik: statistik deskriptif, pengumpulan data, tampilan data, reduksi data, dan kesimpulan.

Hasil dari analisis data kuantitatif menunjukkan bahwa sikap mahasiswa terhadap *Topical Knowledge* yang di sukai di dalam *speaking* dikaitkan dengan kecemasan belajar mereka adalah dengan tinggi rata-rata (3.95). Paling tinggi dari topik yang disukai mahasiswa adalah hobi (85%) dan topik yang tidak disukai mahasiswa adalah politik (90%). Hasil dari penelitian menunjukkan bahwa sikap mahasiswa yang tidak menyukai topik politik adalah sikap yang negatif, Tetapi, itu berbeda dengan sikap mahasiswa yang menyukai topik di *speaking*, mereka menunjukkan sikap positif mereka ketika berbicara tentang topik yang mereka sukai tersebut.

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The writer hopes that may Allah always keeps us on the straight path, reward, and blesses us for what we do and this writing can be useful for all of us.

Palangka Raya, 31 Mei 2018

The writer,



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# **CHAPTER I**

## **INTRODUCTION**

This chapter was described the reasons for conducting the research and it deals with several points: Introduction that concerns with background of the study, research problem, objective of the study, scope and limitation, significance of the study, and definition of the key terms.

### **A. Background of the study**

Speaking is the most common and important means of providing communication among humans beings. Because speaking is linked to success in life, as it important position both individually and socially (Hanafiah J, 2010, p.53-60). Speaking a language is especially difficult for foreign language learners because effective oral communication requires the ability to use the language appropriately in social interactions (Richards J and Renandya W, 2002, p.204).

According to Tuan & Mai (2015, p. 9) stated there is some factors that affect students' speaking performance. They are performance conditions (time pressure, planning, standard of performance and amount of support), affective factors (such as motivation, confidence and anxiety), listening ability and feedback during speaking activities. One of the factors that affect speaking performance is topical knowledge. topical knowledge is the speakers' knowledge of relevant topical information (Bachman & Palmer, 1996). Rivers (1981) stated that students was have difficult to express when the teacher had chosen a topic which is not suitable for them. It was difficult for many students to respond when the teacher asks them

to say something in foreign language because they might have little knowledge about the topic or they do not know about how to use grammar correctly (Baker & Westrup, 2003, p. 10). Actually the topic was be very important and it can affect speaking performance if the students do not have background knowledge about the topic. when the students do not have topical knowledge about the topic, so it can affect speaking anxiety.

Based on observation, Most of the students have problems with speaking language. One of the problem is speaking anxiety. “Anxiety is a subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system,” (Spielberger, 1983). Wiramihardja (2004) stated that “Anxiety is a feeling is generalized to fear and worries. According to Koba, Ogawa, and Wilkinson (2000), anxiety is a difficult situation in which one feels afraid of anticipating something threatening. Anxiety has been considered as negative influence on learning a language. In speaking, it is also reported to be debilitating for the students’ performance and achievement Anxiety has been found the alarming factor causing debilitating effects on foreign language learning process. Moreover, some researchers describe anxiety as one of the most prevalent phenomena which obstruct the language learning out comes as “anxiety may affect the quality of an individual’s communication or was ingness to communicate” (Young, 1991, p.58).

This study aims at investigated the students’ attitudes to preferred topical knowledge in speaking course English department. Based on the theory of planned behavior, Montano and Kasprzyk (2008, p. 71) stated that “Attitude is

determined by the individual's beliefs about outcomes or attributes of performing the behavior (behavioral beliefs), weighted by evaluations of those outcomes or attributes. Thus, a person that holds strong beliefs that positively valued outcomes was result from performing the behavior was have a positive attitude to the behavior. Conversely, a person that holds strong beliefs that negatively valued outcomes was result from the behavior was have a negative attitude. And The study was have focused on what are the attitudes of English students towards preferred topical knowledge in speaking course in relation of their learning anxiety and how do students attitude to preferred/unpreferred topical knowledge in speaking. Thereby, this research was conducted a research entitled "Students' Attitudes on Preferred Topical Knowledge in Speaking".

## **B. Research Problem**

In relation to background of the problem above, the researcher was have formulated the research problems as follows:

1. What are the attitudes of English students towards preferred topical knowledge in speaking course in relation of their learning anxiety?
2. How do students attitude to preferred topical knowledge in speaking?
3. How do students attitude to unpreferred topical knowledge in speaking?

## **C. Objective of the study**

1. To investigate the attitudes of English students towards preferred topical knowledge in speaking course in relation of their learning anxiety.
2. To investigate the students attitude to preferred topical knowledge in speaking.

3. To investigate the students attitude to unprefered topical knowledge in speaking.

#### **D. Assumption**

1. The participants will provide accurate information on the questionnaire.
2. The participants will be honest in their responses to the questionnaire.
3. The participants actually answered the questionnaire only once.

#### **E. Scope and Limitation of the study**

The population investigated in this study was all of the students at the English education study program of IAIN Palangka Raya generation 2015 to 2017 who have taken speaking course.

The limitation of this study focus on investigating the attitudes of English students towards prefered topical knowledge in speaking course in relation of their learning anxiety. Specifically, to know what are the most common topic of speaking that the students use in speaking performance and they do not feel anxiety when talked about the Topic. Also, to investigate how do students attitude to prefered/unprefered topical knowledge in speaking. It was only focus on prefer and unprefer topic in speaking.

## **F. Significance of the study**

The study expected and gives to both positive theoretical and practical significance as follows:

Theoretically, the research product is hoped that it can be used as the reference for the other reseachers who are interested in investigating the speaking performance and also can be used as the support for theory.

Practically, the result of this research is expected can be useful for english teachers as the evaluating and knowledge in increasing the ability of students that can give the effect positivelly into learning activities.

## **G. Definition of The key terms**

There are four key terms of the study that Attitudes, Topical Knowledge, anxiety and Speaking:

1. Attitude refers to the way a participants react/believes toward prefered topical knowledge in speaking.
2. Topical Knowledge refers to the speakers' knowledge of relevant topical information.
3. Anxiety refers to the subjective feeling of tension, apprehension, nervesnouss, and worry associated with an arousal of the autonomic nerveous system toward prefered topical knowledge in speaking.
4. Speaking refers to the English students of IAIN palangka raya who have taken speaking course.

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

#### **A. Related Studies**

There are numbers of research focusing on speaking. For instance, Efrizal D (2012) conducted a study attempting to know the improvement of teaching English speaking by using Communicative Language Teaching method. The findings of this research showed that Communicative Language Teaching method could motivate the students to be active and had a great participation in speaking activity during teaching and learning process in classroom. Tuan & Mai (2015) conducted a study attempting to investigate the speaking problems of the students at Le Thanh Hien High School and the factors affecting their speaking performance. The findings of this research was expected to help students improve their performance in speaking classes, and there are some factors that affecting their speaking performance, for example affective factors (anxiety) and topical knowledge.

Many studies have been conducted to explore the speaking anxiety towards learning foreign language in speaking performance. Khusnia A.N (2016) conducted a study attempting to investigate students perspective on speaking anxiety and how to reduce their speaking anxiety. The findings of this study showed that anxiety can negatively affect the language learning experience in numerous ways and that reducing anxiety seems to increase language acquisition, retention, and learner motivation. This result is similar to what park & Lee (2015) figure out. The findings suggested that the students' feeling of stress, anxiety or

nerveousness may impede their language learning and performance abilities. He cites that the higher the anxiety, the lower the performance. According to Yaikhong & Usaha (2012) defined that PSCAS (public speaking class anxiety class) included the components of communication apprehension, test anxiety, fear of negative evaluation, and comfort in using English in a public speaking class.

Topical knowledge also one of the factors affecting speaking performance, the study was conducted by Engin A.O & Seven M.A (2005) found that very interesting results in their study. For example, the students who are trying to be ready to win the university entrance examination and placed in Atatürk University we have seen and understood that their interests are not effective on reading texts. But the topic familiarity and background knowledge are effective and important to understand the reading passage. For knowing speaking anxiety of students, so the researcher was investigate the student's attitude.

Some previous studies relating to the students' attitude was be reviewed. For example, Gajalakshmi (2013) conducted a study attempting to investigate the IX-standard students' attitude towards learning English language. The findings accepted that an important predictor of success in learning English language is the attitude of the students. Akay E & Toraman C (2015) conducted a study attempting to determine English language learners' attitudes towards grammar and to analyze these attitudes in the framework of several variables (gender, age, faculty, time spent on learning English, and proficiency level). The findings indicated that students in faculties like Science, Humanities, Education, and

Engineering have more positive attitudes towards learning grammar than Economics, Business Administration, and Communication faculty students.

## **B. Definition of Attitudes**

The study of attitude is gaining importance because its influence over an individual's behavior. One possible reason for the popularity of the attitude concept is that social psychologists have assumed that attitudes have something to do with social behavior (Wicker, 1969). Concepts referring to behavioral dispositions, such as social attitude and personality trait, have played an important role in these attempts to predict and explain human behavior (Ajzen, 1991). Attitudes are believed to directly influence behavior. In practice, the term attitude is often used as an umbrella expression covering such concepts as preferences, feelings, emotions, beliefs, expectations, judgments, appraisals, values, principles, opinions, and intentions (Bagozzi, 1994). Advocating the role of attitude on human behavior, Allport (1954) describes attitude as the primary building stone in the edifice of social psychology. Adding to it, Conner & Armitage (1998) express that the attitude component is a function of a person's salient behavioral beliefs, which represent perceived outcomes or attributes of the behavior.

Fazio & Wasiams (1986) confer that attitudes are summary judgments of an objector event which aid individuals in structuring their complex social environments. Hence, attitudes cannot be observed directly. These are acquired through learning over the period of time and influenced by individual's personality and group. Bem (1970) suggests that attitudes are likes and dislikes.

Further, Walley et al. (2009) submits that attitudes may be positive, negative, or neutral. Attitude is a psychological tendency that is expressed by evaluating a particular entity with some degree of favor or disfavor (Eagly & Chaiken, 1993). Every individual has some kind of attitude but, being a psychological phenomenon, each attitude is invisible. Therefore, attitudes are subjective and personal attributes and difficult to measure.

One of the most important aspects of the problem of human attitudes and behavior is the issue of measuring attitudes. Various techniques and methods have been developed by experts to express human attitudes and provide valid interpretations. According to Azwar (2005, p. 87-104) there are several methods of Attitude:

1. Observation of behavior
2. Direct reference
3. Direct disclosure
4. Attitude Scale
5. Covert Measurement

Based on the definition above, the researcher was use attitude scale method to measure the students' attitudes. And it can be concluded that attitude is social psychologist of individuals behavior. Attitude can be expressed by feelings, emotions, beliefs, expectations, values, principles, and opinions that may positive, negative, or neutral.

### **C. Components of Attitude**

There are three components of attitude; Affective Component, Behavioral Component, and Cognitive Component.

The affective component is the emotional response (liking/disliking) towards an attitude object. Most of the research place emphasis on the importance of affective component. An individual's attitude towards an object cannot be determined by simply identifying its beliefs about it because emotion works simultaneously with the cognitive process about an attitude object. Agarwal & Malhotra (2005) express that the affect (feelings and emotions) and attitude (evaluative judgment based on brand beliefs) streams of research are combined to propose an integrated model of attitude and choice.

The behavioral component is a verbal or overt (nonverbal) (Wicker 1969) behavioral tendency by an individual and it consists of actions or observable responses that are the result of an attitude object. It involves person's response (favorable/unfavorable) to do something regarding attitude object. Attitudinal responses are more or less consistent. That is, a series of responses toward a given attitudinal stimulus is likely to show some degree of organizational structure, or predictability (Defleur & Westie 1963).

The cognitive component is an evaluation of the entity that constitutes an individual's opinion (belief/disbelief) about the object. Cognitive refers to the thoughts and beliefs an individual has about an attitude object. Fishbein & Ajzen (1975) express that belief is information a person about an object; information that

specifically links an object and attribute. The cognitive component is the storage section where an individual organizes the information.

#### **D. Definition of Speaking**

According to tarigan in lestari, (2006) stated that speaking is one of speech activity by using oral speech. Tarigan (2006) defined that speaking was a skill in conveying the message through oral speech. Meanwhile according to kridaklasana in lestari stated that speaking was an activity which produced language to communicate as a basic skill in speech (Lestari. 2006, p.13).

Riddel D (2003, p.120) stated Speaking is not reading aloud, reading the answer to a reading or listening question (comprehension), but speaking is one thing. In speaking activity, both speaker and listener must be capable to express their ideas to convey the message each other. In other words, there are two sides of communication happened in one time, so that the speaking activity going communicatively.

Based on the definitions above, it can be concluded that speaking is oral interaction of language to convey the message or information between speaker and listener. Based on this idea it is understood that through speaking, someone can communicate or express what she or he wants in order to understand one another.

### **E. Classroom Speaking Activities**

Harmer (2001, p.348-352) states six classroom speaking activities. They are acting from script, Communication games, Discussion, Prepared talks, Questionnaires, Simulation and Role play.

Playing scripts and acting out the dialogues are two kinds of acting scripts that should be considered by the teacher in the teaching and learning process. In the playing scripts, it is important for the students to teach it as real acting. The role of the teacher in this activity is as the redirectors, drawing attention to appropriate stress, intonation, and speed. This means that the lines they speak was have real meaning. By giving students practice in the things before they give their final performances, the teacher ensures that acting out is both a learning and language producing activity. In acting the dialogue, the students was be very helped if they are given time to rehearse their dialogues before the performance. The student was gain much more from the whole experience in the process.

Games are designed to provoke communication between students. The games are made based on the principle of the information gap so that one student has to talk to a partner in order to solve a puzzle, draw a picture, put a thing in the right order, or find similarities and differences between pictures. Television and radio games, imported into the classroom, often provide good fluency activities.

Discussion is probably the most commonly used activity in the oral skills class. Here, the students are allowed to express their real opinions. According to Harmer (2001, p.272) discussion range is divided into several stages from highly formal, whole-group staged events to informal small-group interactions.

Students make a presentation on a topic of their own choice. Such talks are not designed for informal spontaneous conversations because they are prepared and more 'writing like'. However, if possible students should speak from notes rather than from a script.

Questionnaires are very useful because they ensure that both questioner and respondent have something to say to each other. Students can design questionnaires on any topic that is appropriate. As they do so the teacher can act as a resource, helping them in the design process. The results obtained from questionnaires can then form the basis for written work, discussions, or prepared talks.

Simulation and role play can be used to encourage general oral fluency, or to train students for specific situations. Students can act out simulation as they or take on the role of completely different character and express thoughts and feelings as they doing in the real world.

#### **F. Types of Speaking**

Brown (2001, p.252) provides type of classroom speaking performance, they are imitative, intensive, responsive, transactional (dialogue), interpersonal (dialogue), and extensive (monologue).

A very limited portion of classroom speaking time may legitimately be spent generating "Human tape-recorder" speech, where for example, learner practice an intonation contour or try to pinpoint a certain vowel sound. Imitation

of this kind is carried out not for the purpose of meaning full interaction, but for focusing on some particular element of language form.

Intensive speaking goes one-step beyond imitative to include any speaking performance that is designed to practice some phonological or grammatical aspect of the language. Intensive speaking can be self-imitated or it can even form part of some pair work activity, where learners are “going over” certain forms of language.

The students’ speech in the classroom is responsive short replies to teacher- or- students-initiated questions or comment. These replies are usually sufficient and do not extend into dialogues. Such speech can be meaningful and authentic.

Transactional dialogue, which is carried out for the purpose of conveying or exchanging specific information is to extend form of responsive language.

Interpersonal dialogue carried out more for maintaining social relationship than for the transmission of the facts and information e.g. The conversations are little trickier for learner because they can involve some or all of the following factors: a casual register, colloquial language, emotionally charged language, slang, ellipsis, sarcasm, and a covert “agenda”.

Students at intermediate to advanced level are called on to give extended monologues in the form of oral reports, summaries, or perhaps short speeches. In this, the register is more formal and deliberative. This monologue can be planned or impromptu.

## **G. Factors affecting speaking performance**

Tuan & Mai (2015, p.9), states In order to help students overcome problems in learning speaking, it is necessary for the teachers to figure out factors that affect their speaking performance. Students' speaking performance can be affected by the factors that come from performance conditions (time pressure, planning, standard of performance and amount of support), affective factors (such as motivation, confidence and anxiety), listening ability and feedback during speaking activities.

Students' performance speaking as under a variety of conditions. Nation & Newton (2009) believe that performance conditions can affect speaking performance. The four types of performance conditions that Nation & Newton (2009) suggest include time pressure, planning, the standard of performance and the amount of support.

One of the most important influences on language learning success or failure is probably the affective side of the learner (Oxford, 1990). Krashen (1982) states that a variety of affective variables has been confirmed to be related to success in second language acquisition in research over the last decade but most of those studies examined the three categories: motivation, self-confidence and anxiety.

Speaking skills cannot be developed unless we develop listening skills (Doff, 1998). Students must understand what is said to them to have a successful conversation. Shumin (1997) shares the ideas of Doff (1998) by stating that when one person speaks, the other responds through attending by mean soft the listening

process. In fact, every speaker plays the role of both a listener and a speaker. Therefore, one is certainly unable to respond if he/she cannot understand what is said. It means speaking is closely related to listening.

According to Bachman & Palmer(1996) Topical knowledge is the speakers' knowledge of relevant topical information. The information that topical knowledge provides enables learners to use language with reference to the world in which they lived. Bachman & Palmer (1996) state certain test tasks may be easier for those who possess the relevant topical knowledge and more difficult for those who do not. Bachman & Palmer (1996) believe that topical knowledge has effects on speaking performance.

Most students want and expect their teachers to give them feedback on their performance. However, all speaking production should not be dealt within the same way. Harmer (1991) asserts that the decisions that the teachers make about how to react to students' performance was depend upon the stages of the lesson, the activities, the types of mistake made and the particular student who is making that mistake. If the teachers correct whenever there is a problem, the conversational flow as well as the purpose of the speaking activity was be destroyed (Harmer,1991).

According to the some factors affecting speaking performance above, this research refers to the topical knowledge, because the researcher wants to know the students' attitudes on preferred topical knowledge in speaking course English department of IAIN Palangka Raya.

## **H. Definition of Topical Knowledge**

According to Bachman and Palmer (1996), many traits of language users such as some general characteristics, their topical knowledge, affective schemata and language ability influence the communicative language ability. The crucial characteristic is their language ability which is comprised of two broad areas – language knowledge and strategic competence.

According to Bachman and Palmer (1996) topical knowledge is knowledge structures in long-term memory. In other words, topical knowledge is the speakers' knowledge of relevant topical information. It enables learners to use language with reference to the world in which they live. Bachman and Palmer (1996) state that certain language tasks may be easier for those who possess the relevant topical knowledge, and more difficult for those who do not have the topical knowledge. According to these scholars, students' background knowledge or topical knowledge has an impact on their speaking performance. Lewkowicz (1997, p. 121) define that topical knowledge as "the intersection between one's prior knowledge and the content of a specific passage or discourse".

Based on the definition above, it can be concluded that topical knowledge is one of the factors that affect speaking performance and it can be difficult for students who do not have the topical knowledge about some topic or theme, because topical knowledge is the speakers knowledge of relevant topical information. So, topic was affect students performance when they do not have topical knowledge, for example speaking anxiety.

## **I. Definition of Anxiety**

Anxiety has been considered as negative influence in learning a language. In speaking, it is also reported to be debilitating for the students' performance and achievement anxiety has been found the alarming factor causing debilitating effects on foreign language learning process. Moreover, researchers describe anxiety as one of the most prevalent phenomena which obstructs the language learning out comes as "anxiety may affect the quality of an individual's communication or was ingness to communicate" (Young, 1991,p.58). It is believed that anxiety has been a painful experience for some learners in the process of learning foreign languages. Previously it was believed that language anxiety appears as a result of other types of anxiety such as test anxiety, trait anxiety or oral communication anxiety (Scovel, 1991). Later researchers agreed that language anxiety is independent on other types of anxiety and it is unique and distinct. Oh (1990, p.56) considers foreign language anxiety as situation specific anxiety and states, "foreign language anxiety is situation specific anxiety which students experience in classroom. It is characterized by self-centered thoughts, feeling of in adequacy, fear of failure, and emotional reactions in the language classroom".

In general, anxiety is defined as disturbance for self-efficacy due to a mental threat (Papamihiel, 2002) or uneasy feeling due to something threatening (Kondo & Ying-Ling, 2006). According to Dalkilic (2001), lack of confidence also causes an acute anxiety among foreign language learners. On the contrary, Dalkalic (2001) considers shyness and the lack of knowledge as the prime causes

responsible for the increase in foreign language speaking anxiety among learners. Phillips (1999) stated that anxiety among foreign language learners also emerge due to deficiency in their speaking skills in the target language.

From the definition above, it can be concluded that anxiety is one of negative effect in learning a language that affect by some factors, for example they feel shyness, fear mistake, lack of confidence, and the lack of knowledge about the topic.

#### **J. Types of Anxiety**

Psychologists differentiate anxiety into three types of anxiety: trait anxiety, state anxiety, and situation-specific anxiety.

Trait anxiety is personal tendency to feel anxious for every situation they are exposed (Papamihel,2002). State anxiety is a transient anxiety, a response to a particular anxiety-provoking stimulus (Spielberg, 1983). As for situation-specific anxiety refers to the constantly and multi-faceted nature of some anxieties (MacIntyre & Gardner, 1994).

It is believed that the anxiety towards foreign language can be very debilitating for the students. In language learning context, anxiety is conceptualized as anxiety specific responses toward language learning situation (Horwitz, & Cope, 1986). It is consistently associated with problems in language learning such as deficits in listening comprehension, reduced word production, impaired vocabulary learning, lower grades in language courses, and lower scores on standardized tests (Horwitz and Young, 1991). Over the other three, speaking

is often considered as the most “anxiety- provoking aspect in a second language learning situation”(Cheng, Horwitz, and Schallert, 1999, p.420).

#### **K. Anticipates to Reduce the Anxiety problem**

There are six anticipates to reduce the anxiety problem. They are Overcome your anxiety, act naturally, make eye contact, show your feelings, make yourself heard, and silence your distracters.

Almost every single speaker experiences some anxiety before speaking. Know that audiences seldom detect it. Audiences want speakers to succeed. They want to be enlightened on your subject of expertise and want you to lead them through the material. Use breathing and relaxation techniques before you present to calm your nerves. Instead of focusing on yourself, focus on your audience. Believe it or not the audience did not come to see you. They came to see what you can do for them. Put your energy into giving them the best presentation you can. Begin slowly and use short sentences. As you acclimate to the situation you will begin to feel more confident.

Gestures add interest and emphasis to your speaking. If you are nervous, feel stilted start slowly and add movements or gestures as you begin to relax. Practice gestures as part of your speaking preparation and they will come easier when you speak.

A great way to help calm your nerves is to make eye contact with one person in the audience. Speak only to them. When you have looked at them long enough to feel you have made a connection, move on to another person, and then

another. One of the best ways to keep your audience engaged in your presentation is to maintain good eye contact.

You may normally be reserved, but for your presentation, open with a smile. Show your audiences you are happy to share your information with them. Facial expressions add power to your words. Just be sure your expressions are appropriate to your subject matter.

There are several aspects of verbal delivery to consider. Volume is probably the most important. Make sure you speak loudly enough so that everyone can hear you. If you are not sure, ask. Also, consider your rate of delivery. When presenters are nervous they often speak faster. Try to speak slowly and clearly, so your audience can understand every word.

Filler words and phrases like, “um,” “ah,” “you know,” etc. quickly become distracting to those you want to engage. Break the habit of using filler words as quickly as possible. Instead, fill the space with silence—even if it means speaking in fragments. As you relax and improve, shorten the moments of silence—eventually you can eliminate them entirely.

## **CHAPTER III**

### **RESEARCH METHOD**

This chapter discussed the research design and approach which used in the study including research design, population and sample, research instrument data collecting procedure, and data analysis procedure.

#### **A. Research Design**

In this study, the researcher used mixed method which qualitative and quantitative were combined or mixed. Mixed method is focused on gathering and analyzing both qualitative and quantitative data in a single study (Creswell, 2003 p. 240). Another definition from Johnson and Onwuegbuzie (2004, P. 17) claims that mixed method research is kind of research where the researcher mixes or combines quantitative and qualitative techniques, method, approaches, concepts or language into a single study. These two definitions allow the understanding of mixed method is served in a simple explanation that mixed method is class of research which in data has two both quantitative and qualitative.

#### **B. Population and Sample**

##### **1. Population**

According to Ary, et al., population is defined as all members of any well-defined class of people, events, or objects. (Ary, et al., 2010, p.148)

According to Borg, W. R & Gall, M.D in Muhammad Adnan Latief, that

target population in educational research usually is defined as all the members of a real or hypothetical set of people, events, or objects to which educational researchers wish to generalize the results of the research (Latief, 2014, p.181).

Population of this research consists for about 220 of the students at the English education study program of IAIN Palangka Raya generation 2015 to 2017.

## 2. Sample

The small group that is observed is called a sample. A sample is a portion of a population (Arikunto, 2002, p.104). In this study the researcher was collect data from English students who have taken a speaking course in which the student consists of force 2015-2017.

According to Arikunto if the subject is less than 100, better taken all so that this research is the study of population. However, if the number of subjects is large, it can be taken between 10-15% or 20-25% or more (Arikunto, 2006, p.134). The sampling technique used in this research is random sampling.

Based on the above explanation, the research sample was be taken as much as 25% of the 220 students. Then the sample counted 55 students. A total of 55 students were determined by a random sample technique. It is the best known of probability sampling procedures. The basic characteristic of simple random sampling is that all members of the population have an equal and independent change of being included in the random sampling. The steps in simple random sampling comprise the following:

- a. Define the population.
- b. List all members of the population.
- c. Select the sample by employing a procedure random sampling.

**Table 3.1****SAMPLE OF QUESTIONNAIRE**

No	Nama	Angkatan	Prodi
1	DEWI APRILA KARTIKA	2015	PendidikanBahasaInggris
2	LYDIA ANGGRAINI	2015	PendidikanBahasaInggris
3	MUHAMMAD MAKMUN MI'RAJ	2015	PendidikanBahasaInggris
4	RINGE RINGE PRESHQOURY LIMANTAIN	2015	PendidikanBahasaInggris
5	OKTAVIA DAMAYANTI	2015	PendidikanBahasaInggris
6	IPI SUSANTI	2015	PendidikanBahasaInggris
7	ANIS WAHDATI	2015	PendidikanBahasaInggris
8	RAHMAH HIDAYATUL AMINI	2015	PendidikanBahasaInggris
9	YODIAN SIR PERMANA SYAHPUTRA	2015	PendidikanBahasaInggris
10	INTAN PERMATA SARI	2015	PendidikanBahasaInggris
11	AHMAD SAHIBA	2015	PendidikanBahasaInggris
12	INDRIANI	2015	PendidikanBahasaInggris
13	SELVI MAULIDZAR NASUTION	2015	PendidikanBahasaInggris
14	KHAIRUNNISA	2016	PendidikanBahasaInggris
15	MONALISA	2016	PendidikanBahasaInggris
16	MUHAMMAD BOY SOLIHIN	2016	PendidikanBahasaInggris
17	RINI ARIYANI	2016	PendidikanBahasaInggris
18	DELA LEKA ANDROMEDA	2016	PendidikanBahasaInggris
19	NUR AFIFAH	2016	PendidikanBahasaInggris
20	ELISA KARLINA	2016	PendidikanBahasaInggris
21	YUNITA SARI	2016	PendidikanBahasaInggris
22	MUHAMMAD FAISAL ARIPIIN	2016	PendidikanBahasaInggris
23	SARAH ANGGRAINI	2016	PendidikanBahasaInggris
24	RIZQA AULIA	2016	PendidikanBahasaInggris
25	RONIY YANGGARA	2016	PendidikanBahasaInggris
26	RIZKY AL HIDAYATI	2016	PendidikanBahasaInggris
27	NURZAITA KHUZAIMATUSH SHOLIHA	2016	PendidikanBahasaInggris
28	GOFAR NURVEGA	2016	PendidikanBahasaInggris
29	FITRYA	2016	PendidikanBahasaInggris
30	NUZULIANTI	2016	PendidikanBahasaInggris

31	DIMAS TRIYUDHANTO	2016	PendidikanBahasaInggris
32	YULIANA	2016	PendidikanBahasaInggris
33	AHMAD YANI	2016	PendidikanBahasaInggris
34	FAHRIZAL RAHMADANI	2016	PendidikanBahasaInggris
35	JENURI	2017	PendidikanBahasaInggris
36	TUTI SANDRA	2017	PendidikanBahasaInggris
37	MUHAMMAD RIDWAN FARID	2017	PendidikanBahasaInggris
38	SISKA	2017	PendidikanBahasaInggris
39	ARFIANA	2017	PendidikanBahasaInggris
40	M. ALPIAN SARI	2017	PendidikanBahasaInggris
41	RENA APRIANA	2017	PendidikanBahasaInggris
42	NOR EVIANI	2017	PendidikanBahasaInggris
43	AULIA SEFITRI	2017	PendidikanBahasaInggris
44	DEBILA HANDAYANIE	2017	PendidikanBahasaInggris
45	MUZAYYANAH	2017	PendidikanBahasaInggris
46	LISMA TIANA	2017	PendidikanBahasaInggris
47	ABU SINGWAN ALMADHANI	2017	PendidikanBahasaInggris
48	NOVI LUTFIA	2017	PendidikanBahasaInggris
49	RENOVHYA WISUDANY AGITHA SUTRISNO	2017	PendidikanBahasaInggris
50	NUR MAULINAWATI	2017	PendidikanBahasaInggris
51	KHAIRUDIN	2017	PendidikanBahasaInggris
52	RIZAL SETIAWAN	2017	PendidikanBahasaInggris
53	SITI SURYANI	2017	PendidikanBahasaInggris
54	MARLINI SAPITRI WULANDARI	2017	PendidikanBahasaInggris
55	MUHAMMAD YUSUF	2017	PendidikanBahasaInggris
<b>Total = 55 Students</b>			

### C. Research Instrument

#### 1. Questionnaire

The questionnaire is a set of question for gathering information from the subject of study. In this research, the researcher was use a questionnair to get data related to the first research problem. Brown in Zoltan Dornyei (2010), stated questionnaire is any written instruments that present respondents with a

series of questions or statements to which they are to react either by writing out their answers or selecting from among existing answers. Survey questions can take a variety of forms. The two main types of questions are open-ended and close-ended questions. The close-ended question is was used on the first question of research problem, and for the open-ended question was use on the second and third question of research problem. The questionnaire was use Likert scale ( Haris, 1969, p.31).

In addition Likert scale is the most commonly use question format for assesing participant's opinion of usability (Dornyei, 2010, p.20) . Likert scale in this study is Strongly agree (SA), Agree (A), Uncertain (U), Disagree (D), and strongly Disagree (SD). Harris (1969, p. 15) presented the sample that used 1 - 5 points. Below is the items of questionnaire.

Each statement from the questionnaire would be labeled with each own score. There are five predertemined answers with scale 1 – 5 suggested by Likert Scale.

**Table 3.2**

**Range Score of Statements**

<b>ANSWERS</b>	<b>SCORE</b>
Strongly Agree (SA)	5
Agree (A)	4
Uncertain (U)	3
Disagree (D)	2
Strongly Agree (SA)	1

The questionnaire was included the 26 items is close ended and 20 items is open ended. The questionnaire was divide into three parts. First part is about speaking. Shortly, item 1 and 2 were the items that conveyed a statement about speaking definition in the classroom. Then item 3 and 4 talked about the classroom speaking activities in the class. Item 5 discussed about the types of speaking in the class. Item 6 -10 asserted the factors affecting speaking performance in the class. Then item 10 – 26 talked about anxiety and these items was adopted from Yaikhong & Usaha's thesis. The second part was provided about prefer speaking topics of students in speaking class. There are 10 items of prefer speaking topics in this part. This part was use open ended types of questions. And the last part was use open ended types of questions about unprefer speaking topics of students in speaking class. The researcher was provide 10 items to be filled by respondents.

## 2. Observation (Video Recording)

Another instrument that was use by the researcher is observation (video recording). A video camera is focused in certain point. In a large classroom, it cannot take everything inside it. If it moves around the classroom, it was get an impression of what is going on, but was not pick up much data that can actually use for analysis. A video camera may be used to focus on the student's behaviour. According to Zoltan Dorney (2007, p. 185) stated that video can help to uncover the subtle reality of classroom life

### 3. Instrument Try Out

Before the instrument were applied to the real sample of the study, trying out an instrument. The test instrument was to gain information about the instrument quality that consisted of instrument reliability and validity. The researcher makes the questionnaire in several items, but it did not prove whether all items having a standard or not. However, if the researcher wanted to try out the questionnaire, some steps usually are required (Zoltan Dornyei, 2010, p.55):

- a. Select three or four people who are motivated to spend some time to help the researcher and whose opinion valued.
- b. Ask them to go through the items and answer them, and then to provide feedback about their reaction and the answers they have given. The best method to conduct this phase is for the researcher to be present while they are working. This way the researcher can observe their reaction and can note and respond to any spontaneous questions or comments.
- c. Once they have gone through all the items, ask for any general comments and can initiate a brainstorming session.

### 4. Research Instrument Reliability

The reliability of a measuring instrument is the degree of consistency with which it measures whatever it is measuring. On a theoretical level, reliability is concerned with the effect or error on the consistency of scores (Donald Ary, 2010, p.237). Reliability is defined how much consistency the test scores the tester achieves on the retest (Sudijono, 2005, p.179-180).

Reliability is the consistency of score if the test is conducted to the same tester (Sugianto, 2017) To find reliability of data, the researcher was use Alpha's formula.

$$r_{11} = \left( \frac{k}{k-1} \right) \left( 1 - \frac{\sum S_i}{S_t} \right)$$

With description:

$r_{11}$  = Coefficient reliability

$k$  = Number of items

$\sum S_i$  = Total score varians each item

$S_t$  = Total score Varians

## 5. Research Instrument Validity

### a. Face Validity

Daniel Mujis (2004) stated that Face validity is taken to ensure that the questionnaire is valid. Face validity is a term sometimes used in connection with a test's content. Face validity refers to the extent to which examinees believe the instrument is measuring what it is supposed to measure. Doing pilot study was not only to know the students' difficulties in answering the questionnaire, but also to measure the construct validity of the questionnaire. Face validity ensures that the test items look right to other testers, teacher, indicators, and test(Heaton, 1974, p.152).

b. Content Validity

It is especially important for achievement tests; it is also a concern for other types of measuring instruments, such as personality and aptitude measures. Content validity demands appropriateness between the ability to be measured and the test being used to measure it.

c. Construct Validity

Sugiyono(2009, p. 177) states "Construct validity test can be used with the opinion of experts (experts' judgment). In this case, after the instrument is constructed on the aspects that was be measured based on a particular theory, then it is consulted with experts. The experts was make a decision: the instrument can be used without revisions, adding some improvements or possibly a total revision.

Validity (quality) is a quality that shows the relationship between a measurement (diagnosis) with the meaning or purpose of learning or behavioral criteria (Supriadi, 2011, p.108). The technique used to determine the validity of a test is by product moment correlation technique. Here is the formula of product moment correlation with rough numbers:

$$r_{xy}$$

$$N \sum XY (\sum X)(\sum Y)$$

With description:

$r_{xy}$  : Correlation coefficient

X : The value of variable X

Y : The value of variable Y

N : Number of subjects

$\Sigma$  : Number of values (Supriadi, 2011, p.110-111).

- To determine whether the test question is valid or invalid then  $r_{xy}$  or  $r_{hitung}$  compared with product moment  $r_{tabel}$  with the following criteria:

If  $r_{hitung} \geq r_{tabel}$  then valid

If  $r_{hitung} \leq r_{tabel}$  then invalid (Purwanto, 2004, p.139).

#### **D. Data Collection Procedure**

The questionnaire gives to the participants through some procedure from the prepare with the result that analyse, the holistic was clearly in steps below:

1. The researcher was prepared the questionnaire.
2. The researcher was give questionnaire to the respondents.
3. The researcher was collect the responses.
4. The researcher was analyzed the data to obtain using numeric or bar graph SPSS which analysis mean and standard devitation.
5. The researcher was get the result of questionnaire.
6. The researcer was take a video recording in classroom.
7. The researcher was draw conclusion from the data finding and theories about Students' Attitudes On Prefered Topical Knowledge In Speaking.

## E. Data Analysis Procedure

### 1. Data Analysis of Quantitative

The model conduct to analysis quantitative data is Descriptive Statistic (Mean and Standard Deviation). For clear understanding the data was present using tables and a bar graph.

#### a. Mean

$$\bar{X} = \frac{\sum X}{N}$$

#### b. Standard Deviation

$$\text{Stdev} = \sqrt{\frac{\sum fx^2}{N-1}}$$

### 2. Data Analysis of Qualitative

According on the Bogdan Statement “Data Analys is the process of systematically searching and arranging the interview transcripts, fieldnotes, video recording and other materials that you accumulate to increase your own understanding of them and to enable you to present what you have discovered to others”. Miles and Huberman, suggested that activity in the analys of qualitative data is performed continuosly until finished. The researcher was analys the data use the steps based on the Miles and Huberman (Sugiyono, 2015:244-246):

a. Data Reduction

It is a process of selecting. In the first stage, through editing, segmenting and summarizing the data was be happened. In the second stage, it happens through coding. The researcher was reduction the data by coding the important thing of resultcollect the data.

b. Data Display

After the data is reduced, the next is display data. The result of the data reduction was report systematically which can be understand and reasonable of the data that is get in the field by the research. The researcher was display data in from brief sescription.

c. Conclusion

The researcher find conclusion answering for formulatingthe problems. The researcher makes conclusion from all the data that is get in order to make clear and understand for the reader.

## CHAPTER IV

### RESEARCH FINDINGS AND DISCUSSION

This chapter presented the data presentation of the study and discussion. The finding designed to answer the research problem was the questionnaire and observation (video recording).

#### A. Data Presentation

1. The Percentage Calculation of the Questionnaire Result on the Students' Attitudes on Preferred Topical Knowledge in Speaking course in relation of their learning anxiety.

**Table 4.1**  
**Analysis Questionnaire of Item 1**

ITEM 1	SCALE					TOTAL
	SS=5	S=4	R=3	TS=2	STS=1	
I prefer to use speaking skill to increase my English language.	25	27	3	0	0	55
	55.5%	49.1%	5.5%	0	0	100

It is noted that majority of students (55.5% and 49.1%) preferred speaking skill to increase their English language, and minority of students felt neutral (5.5%) about this statement. It means that the majority of students agreed that speaking skill is one of skills that can increase their English language.

**Table 4.2**  
**Analysis Questionnaire of Item 2**

ITEM 2	SCALE					TOTAL
	SS=5	S=4	R=3	TS=2	STS=1	
I prefer to convey information or message that I want to convey to the listener by speaking.	9	37	9	0	0	55
	16.4%	67.3%	16.4%	0	0	100

It is noted that majority of students (67.3%) preferred speaking as instrument to convey information or message to the listener. It means that the majority of students agreed that speaking is one of the way to convey information or message that they want convey to the listener.

**Table 4.3**  
**Analysis Questionnaire of Item 3**

ITEM 3	SCALE					TOTAL
	SS=5	S=4	R=3	TS=2	STS=1	
I prefer to use the discussion method to increase my speaking skill.	12	31	10	1	1	55
	21.8%	56.4%	18.2%	1.8%	1.8%	100

It is noted that majority of students (56.4%) preferred the discussion method to increase their speaking skill. It means that the majority of students agreed that one of the method to increase the students' speaking skill is the discussion method.

**Table 4.4****Analysis Questionnaire of Item 4**

<b>ITEM 4</b>	<b>SCALE</b>					<b>TOTAL</b>
	<b>SS=5</b>	<b>S=4</b>	<b>R=3</b>	<b>TS=2</b>	<b>STS=1</b>	
I prefer to use the communication games method to increase my speaking skill.	17	26	8	2	2	55
	30.9%	47.3%	14.5%	3.6%	3.6%	100

It is noted that majority of students (47.3 % & 30.9%) preferred the communication games method to increase their speaking skill. It means that the majority of students agreed that one of the method to increase the students' speaking skill is the communication games.

**Table 4.5****Analysis Questionnaire of Item 5**

<b>ITEM 5</b>	<b>SCALE</b>					<b>TOTAL</b>
	<b>SS=5</b>	<b>S=4</b>	<b>R=3</b>	<b>TS=2</b>	<b>STS=1</b>	
I prefer to have a conversation with my friends to increase my speaking skill.	20	29	6	0	0	55
	36.4%	52.7%	10.9%	0	0	100

It is noted that majority of students (52.7 % & 36.4%) preferred a conversation with their friends to increase their speaking skill. It means that the majority of students agreed that one of the way to increase the students' speaking skill is having a conversation with their friends.

**Table 4.6**  
**Analysis Questionnaire of Item 6**

ITEM 6	SCALE					TOTAL
	SS=5	S=4	R=3	TS=2	STS=1	
When I speaking English in the class. I prefer that the time is not specified.	11	28	13	3	0	55
	20.0%	50.9%	23.6%	5.5%	0	100

It is noted that majority of students (50.9%) preferred the time is not specified when they speaking English in the class. It means that the majority of students agreed that when they speak English in the class, they prefer that the time is not specified.

**Table 4.7**  
**Analysis Questionnaire of Item 7**

ITEM 7	SCALE					TOTAL
	SS=5	S=4	R=3	TS=2	STS=1	
I believe that affective factors such as motivation. confidence and anxiety can affect my speaking performance.	26	23	5	1	0	55
	47.3%	41.8%	9.1%	1.8%	0	100

It is noted that majority of students (47.3% & 41.8%) believed that affective factors such as motivation. confidence and anxiety can affect their speaking performance. It means that the majority of students agreed that there are some factors can affect their speaking performance, and one of the factor is affective factors such as motivation, confidence and anxiety.

**Table 4.8**  
**Analysis Questionnaire of Item 8**

ITEM 8	SCALE					TOTAL
	SS=5	S=4	R=3	TS=2	STS=1	
I believe that topical knowledge can affect my speaking performance.	24	22	6	3	0	55
	43.6%	40.0%	10.9%	5.5%	0	100

It is noted that majority of students (43.6% & 40.0%) believed that topical knowledge can affect my speaking performance. It means, the majority of students agreed that one of the factor can affect the students' speaking performance is topical knowledge.

**Table 4.9**  
**Analysis Questionnaire of Item 9**

ITEM 9	SCALE					TOTAL
	SS=5	S=4	R=3	TS=2	STS=1	
I feel unconfident when I speaking practice in the class.	5	16	18	13	3	55
	9.1%	29.1%	32.7%	23.6%	5.5%	100

It is noted that majority of students (32.7%) felt neutral when they got statement about unconfident feeling when they speaking practice in the class, so, it means that the majority of students sometimes felt confident and sometimes felt unconfident when they speaking practice in the class.

**Table 4.10****Analysis Questionnaire of Item 10**

ITEM 10	SCALE					TOTAL
	SS=5	S=4	R=3	TS=2	STS=1	
I never feel quite sure of myself while I am speaking English.	3	16	17	16	3	55
	5.5%	29.1%	30.9%	29.1%	5.5%	100

It is noted that majority of students (30.9%) felt neutral when they got statement about self confidence when they speaking English, so, it means that the majority of students sometimes felt quite sure of themselves and sometimes did not felt quite sure of themselves while they are speaking English.

**Table 4.11****Analysis Questionnaire of Item 11**

ITEM 11	SCALE					TOTAL
	SS=5	S=4	R=3	TS=2	STS=1	
I tremble when knowing that I am going to be called on to speak English.	9	16	17	11	2	55
	16.4%	29.1%	30.9%	20.0%	3.6%	100

It is noted that majority of students (30.9%) felt neutral and 29.1% felt tremble when knowing that they are going to be called on to speak English, so, it means that the majority of students sometimes felt tremble and sometimes did not felt tremble when knowing that they are going to be called on to speak English.

**Table 4.12****Analysis Questionnaire of Item 12**

ITEM 12	SCALE					TOTAL
	SS=5	S=4	R=3	TS=2	STS=1	
I start to panic when I have to speak English without a preparation in advance.	13	20	14	7	1	55
	23.6%	36.4%	25.5%	12.7%	1.8%	100

It is noted that majority of students (36.4%) felt panic when they have to speak English without a preparation in advance. It means, the majority of students agreed that they felt panic when they have to speak English without a preparation in advance.

**Table 4.13****Analysis Questionnaire of Item 13**

ITEM 13	SCALE					TOTAL
	SS=5	S=4	R=3	TS=2	STS=1	
I start to panic when I have to speak some topics that I do not have topical knowledge.	13	30	8	4	0	55
	23.6%	54.5%	14.5%	7.3%	0	100

It is noted that majority of students (54.5%) felt panic when they have to speak some topics that they do not have topical knowledge. It means, the majority of students agreed that they felt panic when they have to speak some topics that they did not have topical knowledge about the topic.

**Table 4.14****Analysis Questionnaire of Item 14**

<b>ITEM 14</b>	<b>SCALE</b>					<b>TOTAL</b>
	<b>SS=5</b>	<b>S=4</b>	<b>R=3</b>	<b>TS=2</b>	<b>STS=1</b>	
In a speaking class when I can get so nervous, so I will forget things I know.	10	21	15	9	0	55
	18.2%	38.2%	27.3%	16.4%	0	100

It is noted that majority of students (38.2%) was forget things they know when they got so nervous in speaking class. It means, the majority of students agreed that they was forget things they know before when they felt so nervous in speaking class.

**Table 4.15****Analysis Questionnaire of Item 15**

<b>ITEM 15</b>	<b>SCALE</b>					<b>TOTAL</b>
	<b>SS=5</b>	<b>S=4</b>	<b>R=3</b>	<b>TS=2</b>	<b>STS=1</b>	
I feel very self-conscious while speaking English in front of other students.	3	8	20	19	5	55
	5.5%	14.5%	36.4%	34.5%	9.1%	100

It is noted that majority of students (36.4%) felt neutral and 34.5 % of students did not feel very self-conscious while speaking English in front of other students. It means, the majority of students sometimes felt very self-conscious and sometimes did not felt self-conscious while speaking English in front of other students.

**Table 4.16****Analysis Questionnaire of Item 16**

ITEM 16	SCALE					TOTAL
	SS=5	S=4	R=3	TS=2	STS=1	
I get nervous and confused when I am speaking English.	3	14	16	18	4	55
	5.5%	25.5%	29.1%	32.7%	7.3%	100

It is noted that majority of students (32.7%) did not feel nervous and confused when they are speaking English. 25.5 % of students feel nervous and confused, and 29.1% felt neutral. It means, the majority of students disagreed about this statement, and they did not felt nervous and confused when they are speaking English.

**Table 4.17****Analysis Questionnaire of Item 17**

ITEM 17	SCALE					TOTAL
	SS=5	S=4	R=3	TS=2	STS=1	
I am afraid that other students will laugh at me while I am speaking English.	4	17	11	17	6	55
	7.3%	30.9%	20.0%	30.9%	10.9%	100

It is noted that majority of students (30.9%) felt afraid and 30.9% of students did not feel afraid that other students was laugh at them while they are speaking English. It means, the majority of students agreed and disagreed with this statement.

**Table 4.18**  
**Analysis Questionnaire of Item 18**

ITEM 18	SCALE					TOTAL
	SS=5	S=4	R=3	TS=2	STS=1	
I get so nervous when the teacher asks me to speak English which I have prepared in advance.	4	12	14	18	7	55
	7.3%	21.8%	25.5%	32.7%	12.7%	100

It is noted that majority of students (32.7%) did not feel nervous when the teacher asks them to speak English which they have prepared in advance. It means, the majority of students disagreed that they get so nervous when the teacher asks them to speak English which they have prepared in advance.

**Table 4.19**  
**Analysis Questionnaire of Item 19**

ITEM 19	SCALE					TOTAL
	SS=5	S=4	R=3	TS=2	STS=1	
I can feel my heart pounding when I am going to be called on.	9	22	12	12	0	55
	16.4%	40.0%	21.8%	21.8%	0	100

It is noted that majority of students (40.0%) felt their heart pounding when they are going to be called on. It means, the majority of students agreed that they can felt their heart pounding when they are going to be called on.

**Table 4.20****Analysis Questionnaire of Item 20**

ITEM 20	SCALE					TOTAL
	SS=5	S=4	R=3	TS=2	STS=1	
It embarrasses me to volunteer to go out first to speak English.	3	13	14	23	2	55
	5.5%	23.6%	25.5%	42.8%	3.6%	100

It is noted that majority of students (42.8%) felt embarrassed to be volunteer to go out first to speak English. It means, the majority of students disagreed about this statement, and they did not felt ashamed when they become a volunteer to go out first to speak English.

**Table 4.21****Analysis Questionnaire of Item 21**

ITEM 21	SCALE					TOTAL
	SS=5	S=4	R=3	TS=2	STS=1	
I get nervous when I don't understand every word the teacher says.	8	14	22	10	1	55
	14.5%	25.5%	40.0%	18.2%	1.8%	100

It is noted that majority of students (40.0%) felt neutral when they got statement about they feeling when they did not understand every word the teacher says. It means, the majority of students sometimes felt nervous, and sometimes did not felt nervous when they did not understand every word the teacher says.

**Table 4.22****Analysis Questionnaire of Item 22**

ITEM 22	SCALE					TOTAL
	SS=5	S=4	R=3	TS=2	STS=1	
I always feel that the other studentsspeak English better than I do.	15	22	13	4	1	55
	27.3%	40.0%	23.6%	7.3%	1.8%	100

It is noted that majority of students (40.0%) always felt that the other students speak English better than they do. It means, the majority of students agreed that they always feel that other students speak English better than they do.

**Table 4.23****Analysis Questionnaire of Item 23**

ITEM 23	SCALE					TOTAL
	SS=5	S=4	R=3	TS=2	STS=1	
I feel anxious while waiting to speak English.	7	21	15	11	1	55
	12.7%	38.2%	27.3%	20.0%	1.8%	100

It is noted that majority of students (38.2%) felt anxious while waiting to speak English. It means, the majority of students agreed that they felt anxious while waiting to speak English.

**Table 4.24****Analysis Questionnaire of Item 24**

<b>ITEM 24</b>	<b>SCALE</b>					<b>TOTAL</b>
	<b>SS=5</b>	<b>S=4</b>	<b>R=3</b>	<b>TS=2</b>	<b>STS=1</b>	
I want to speak less because I feel shy while speaking English	4	12	11	22	6	55
	7.3%	21.8%	20.0%	40.0%	10.9%	100

It is noted that majority of students (40.0%) did not feel shy while speaking English, so they did not want to speak less. It means, the majority of students disagreed that they did not want to speak less because they did not felt shy while speaking English.

**Table 4.25****Analysis Questionnaire of Item 25**

<b>ITEM 25</b>	<b>SCALE</b>					<b>TOTAL</b>
	<b>SS=5</b>	<b>S=4</b>	<b>R=3</b>	<b>TS=2</b>	<b>STS=1</b>	
I have trouble to coordinate my movements while speaking English.	5	19	16	11	4	55
	9.1%	34.5%	29.1%	20.0%	7.3%	100

It is noted that majority of students (34.5%) had trouble to coordinate their movements while speaking English. It means, the majority of students agreed that they had trouble to coordinate their movements while speaking English.

**Table 4.26****Analysis Questionnaire of Item 26**

<b>ITEM 26</b>	<b>SCALE</b>					<b>TOTAL</b>
	<b>SS=5</b>	<b>S=4</b>	<b>R=3</b>	<b>TS=2</b>	<b>STS=1</b>	
I find it hard to look the audience in my eyes while speaking English.	5	13	13	17	7	55
	9.1%	23.6%	23.6%	30.9%	12.7%	100

It is noted that majority of students (30.9%) did not find it hard to look the audience in their eyes while speaking English. It means, the majority of students disagreed that they did not find it hard to look the audience in their eyes while speaking English.

The data presentation on topics do English students prefer in speaking in relation with their learning anxiety was obtained by applying questionnaire as the main instrument to collect the data. The presented data consisted of responses, Mean, and standard deviation. There were 55 students from three different academic years who were chosen as sampling. First step was to tabulate score into the table of calculation Mean. The table was shown below:

**Table 4.27****The Calculation of Mean (item 1)**

<b>X</b>	<b>F</b>	<b>FX</b>
<b>1</b>	0	0
<b>2</b>	0	0
<b>3</b>	3	9
<b>4</b>	27	108
<b>5</b>	25	125
	<b>N=55</b>	<b>242</b>

$$\bar{X} = \frac{\sum X}{N}$$

$$X = \frac{242}{55}$$

$$= 4.4$$

The Mean of Item 1 is 4.4.

Next step is to tabulate the score into the table of calculation Deviation Score and Standard Deviation.

**Table 4.28**

**The Calculation of Deviation Score and Standard Deviation (item1)**

X	F	FX	X	x <sup>2</sup>	Fx <sup>2</sup>
3	3	9	-1.4	1.96	5.88
4	27	108	-0.4	0.16	4.32
5	25	125	0.6	0.36	9
	N=55	ΣFX=242			ΣFx <sup>2</sup> =19.2

$$\text{Stdev} = \sqrt{\frac{\sum fx^2}{N-1}}$$

$$= \sqrt{\frac{19.2}{55-1}}$$

$$= \sqrt{\frac{19.2}{54}}$$

$$= \sqrt{0.355} = 0.596$$

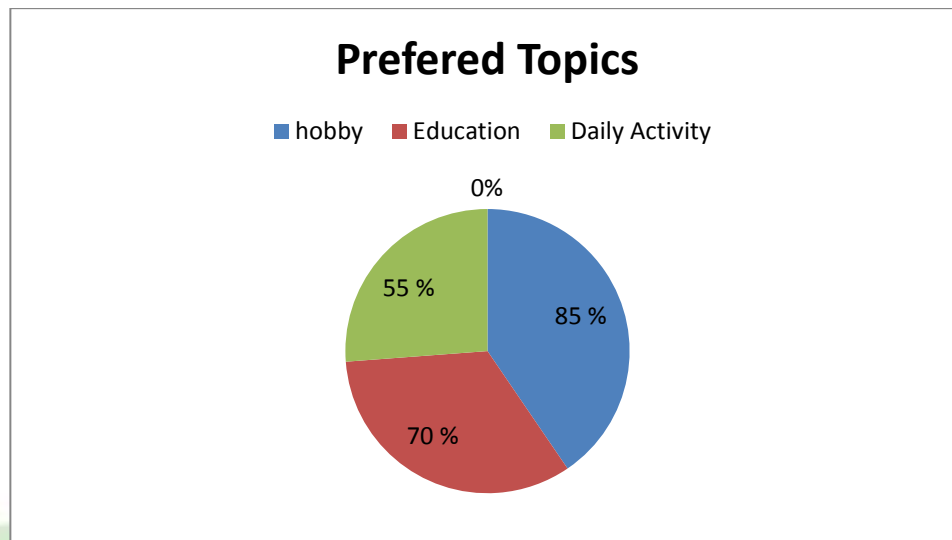
The Standard Deviation of item 1 is 0.596.

**Table 4.29**  
**Result of Mean & Standard Deviation**

ITEM	MEAN	ST.DEV	ITEM	MEAN	ST.DEV
1	4.4	596	14	3.58	975
2	4	577	15	2.73	1.008
3	3.95	803	16	2.89	1.048
4	3.98	972	17	2.93	1.168
5	4.25	645	18	2.78	1.15
6	3.85	803	19	3.51	1.016
7	4.35	726	20	2.85	1.008
8	4.22	854	18	2.78	1.15
9	3.13	1.055	19	3.51	1.016
10	3	1.018	20	2.85	1.008
11	3.35	1.092	24	2.75	1.142
12	3.67	1.037	25	3.18	1.09
13	3.95	826	26	2.85	1.193

2. The percentage of the students attitude to preferred topical knowledge in speaking.

To answered the second research question, the researcher used open-ended questionnnaire and observation (video recording). The majority of students preferred hobby (85%) as the preferred topic in speaking. The second topic is Education (70%), and the third topic is Daily Activity (55%). And The result could be seen as follows:

**Figure 4.1****Chart of the Students attitudes to preferred topical knowledge**

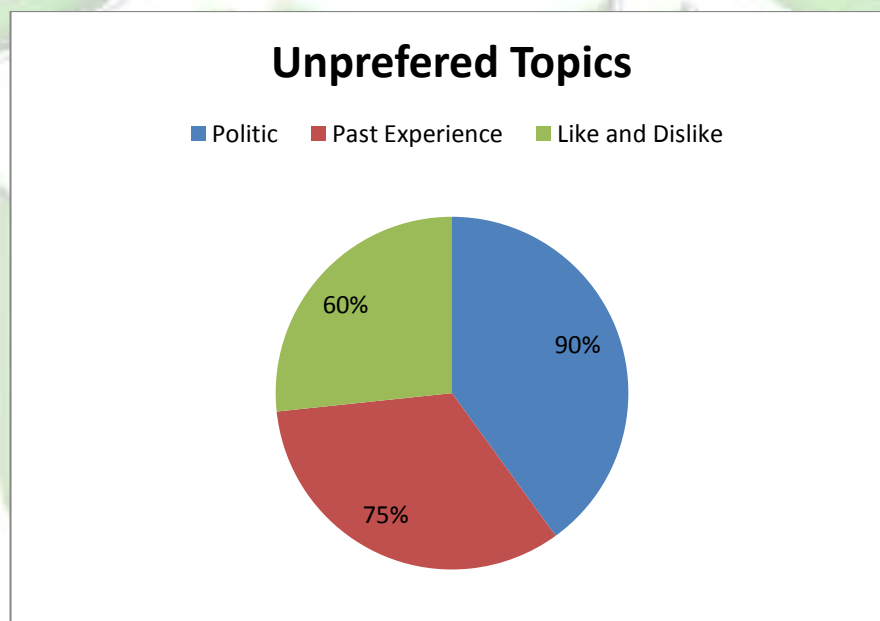
The second instrument that the researcher used was observation (video recording). The researcher observed and took video recording in speaking class. The researcher did the real observation to the classes and took the moment of students' attitudes in speaking by video recording. The researcher took the video and recorded it only 55 minutes. Based on the video, all activities could be discovered but not for the complete visible. Based on the data above students' attitudes on preferred topical knowledge in speaking indicated the majority of the students was relaxed when they got familiar topic, and they indicated their feeling by cheerful face and eloquence. It means, they have topical knowledge about the topic. The data also showed that the students did not felt nervous or confused when they got the topic.

3. The percentage of the students attitude to unprefered topical knowledge in speaking.

To answered the second research question, the researcher used open-ended questionnnaire and observation (video recording). The majority of students unprefered politic (90%) as the unprefered topic in speaking. The second topic is Past Experience (75%), and the third topic is Like and Dislike (60%). And The result could be seen as follows:

**Figure 4.2**

**Chart of the Students attitudes to Unprefered topical knowledge**



The second instrument that the researcher used was observation (video recording). The researcher observed and took video recording in speaking class. The researcher did the real observation to the classes and took the moment of students' attitudes in speaking by video recording. The researcher took the video and recorded it only 55 minutes. Based on the

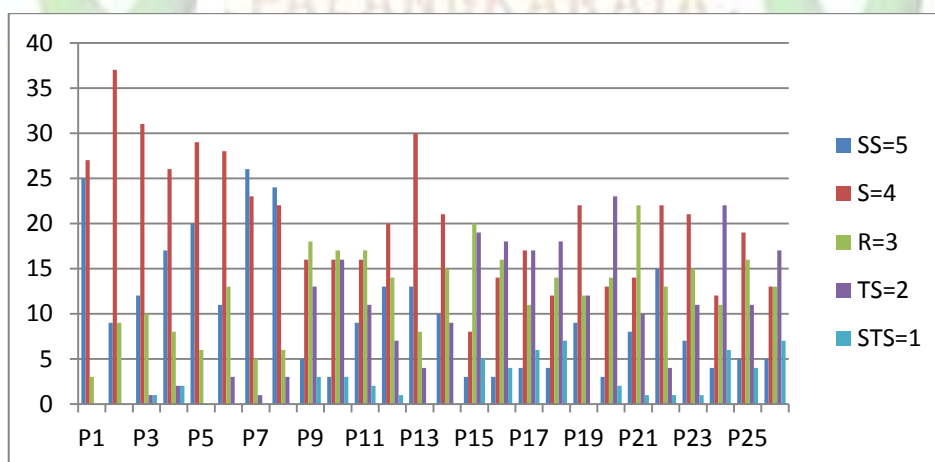
video, all activities could be discovered but not for the complete visible. Based on the data above students' attitudes on unpreferred topical knowledge in speaking indicated the majority of the students had nervous and confused when they got unfamiliar topic. They could not conveyed the information about the topic well, because they did not have topical knowledge about the topic. It can showed by the students' attitudes on speaking performance, they indicated their feeling by their smiles and body laguage.

## B. Data Finding

To answer the first research question, the researcher asked the students using close-ended question in questionnaire about the topics do English students prefer in speaking in relation with their learning anxiety. Graph 1 below reveals clearly:

**Graph 4.1**

**The Result of Close-ended Questionnaire**



To summarize, based on findings as indicted in the table, it could be concluded from the chart above that most students agreed with items P 13 that asked about Topical Knowledge can affect their performance (panic) if they do not know about the topic, and most of students strongly agreed with items P 7 that asked about affective factors such as motivation, confidence and anxiety can affect their speaking performance speaking performance, it could be seen from the chart. Therefore, it can be concluded that most of students was feel anxiety in their speaking performance when they do not have topical knowledge, so, it means that the first research question about “What topics do English students prefer in speaking in relation with their learning anxiety?” has been missed.

Then, to answer the second and third questions the researcher asked the students using open-ended question in questionnaire and observation (video recording) about students’ attitudes to preferred topical knowledge in speaking and students’ attitudes to unpreferred topical knowledge in speaking.

**Table 4.30**  
**Preferred and Unpreferred Topics in Speaking**

NO	TOPICS			
	PREFERED	%	UNPREFERED	%
1	Hobby	85 %	Politic	90%
2	Education	70%	Past Experience	75%
3	Daily Activity	55%	Like and Dislike	60%

Based on the data findings, the most of students preferred topics in speaking is about their hobbies (85%). it means that attitudes of students was relaxed when they got topics in speaking about telling their hobbies, and for the third research

question. the most of students unprefered topics in speaking is politic (90%). it means that almost of students unprefered the topic about politic.

The second instrument that the researcher used was observation (video recording). The researcher observed and took video recording in speaking class. The researcher did the real observation to the classes and took the moment of students' attitudes in speaking by video recording. The researcher took the video and recorded it only 55 minutes. Based on the video, all activities could be discovered but not for the complete visible. Based on the data above students' attitudes on prefered topical knowledge in speaking indicated the majority of the students was relaxed when they got familiar topic, and they indicated their feeling by cheerful face and eloquence. It means, they have topical knowledge about the topic. The data also showed that the students did not felt nervous or confused when they got the topic. And based on the data above students' attitudes on unprefered topical knowledge in speaking indicated the majority of the students had nervous and confused when they got unfamiliar topic. They could not conveyed the information about the topic well, because they did not have topical knowledge about the topic. It can showed by the students' attitudes on speaking performance, they indicated their feeling by their smiles and body laguage.

### C. Discussion

1. The Students' Attitudes on Preferred Topical Knowledge in Speaking course in relation of their learning anxiety.

The research questions were “What topics do English students prefer in speaking in relation with their learning anxiety?”, “How do students attitudes to preferred topical knowledge in speaking?”, and “How do students attitudes to unpreferred topical knowledge in speaking?” To answer these questions, the data were obtained by the students at English Education Study Program of IAIN Palangka Raya generation 2015 to 2017 academic years. The data were obtained by using questionnaires and observation (Video Recording) as the main instrument for measure the information.

To answer the first research question, the researcher asked the students using close-ended question in questionnaire about the topics do English students prefer in speaking in relation with their learning anxiety. It can be seen in graph 1, the most students agreed with items P 13 that asked about Topical Knowledge can affect their performance (panic) if they do not know about the topic, and most of students strongly agreed with items P 7 that asked about affective factors such as motivation, confidence and anxiety can affect their speaking performance. For the items P13, It was different with the result of study conducted by Sabrina Chowdhury (2014). The result has shown that students considered their lack of knowledge in a particular topic about which they are going to speak in English is moderately responsible for creating their English speaking anxiety.

For the items P7, It was similar with the result of study conducted by MacIntyre & Gardner (1991) observing a sample of thirty-nine students of French, attempt to collect students' reports about positive or negative experiences with the foreign language class. There are 87% of the students who choosed anxiety in speaking activities. It means that the most students have chosen anxiety as one of factor affecting speaking performance. As mention previously in the chapter II, according to Khusnia A.N (2016) conducted a study attempting to investigate students' perspective on speaking anxiety and how to reduce their speaking anxiety. The findings of this study showed that anxiety can negatively affect the language learning experience in numerous ways and that reducing anxiety seems to increase language acquisition. retention, and learner motivation. This result is similar to what park & Lee (2015) figure out. The findings suggested that the sudents' feeling of stress. anxiety or nerveousness may impede their language learning and performance abilities. He cites that the higher the anxiety, the lower the performance.

The respondents of this subject were 55 students on 2015 - 2017 academic years of English Language Education Program of IAIN Palangka Raya. The discussion of the results' of this study as follows:

The students prefered to use speaking skill to increase their English language. The percentage of data shown 55.5% of students strongly agreed. Majority of students believe that using speaking skill has impacted on their English language. Hanafiah J (2010, p.53-60) stated that Speaking is the most

common and important means of providing communication among humans beings, because speaking is linked to success in life, as it important position both individually and socially, and speaking is one of skill that increase English language.

The students preferred to convey information or message that they want to convey to the listener by speaking. The percentage of data shown 67.3% of students agreed. Majority of students believe that using speaking can convey information or message that they want to convey to the listener. Tarigan (2006) defined that speaking was a skill in conveying the message through oral speech, and similar with Riddel D (2003, p.120) stated in speaking activity, both speaker and listener must be capable to express their ideas to convey the message each other. In other words, there are two sides of communication happened in one time, so that the speaking activity going communicatively.

The students preferred to use the discussion method to increase their speaking skill. The percentage of data shown 56.4% of students agreed. Majority of students believe that using discussion method can increase their speaking skill. Harmer (2001, p.272) stated that discussion is probably the most commonly used activity in the oral skills class. Here, the students are allowed to express their real opinions. Discussion range is divided into several stages from highly formal, whole-group staged events to informal small-group interactions.

The students preferred to use the communication games method to increase their speaking skill. The percentage of data shown 47.3 % of students agreed. Majority of students believe that using communication games method can increase their speaking skill. Harmer (2001) stated that Games are designed to provoke communication between students. The games are made based on the principle of the information gap so that one student has to talk to a partner in order to solve a puzzle, draw a picture, put a thing in the right order, or find similarities and differences between pictures, Television and radio games, imported into the classroom, often provide good fluency activities.

The students preferred to have a conversation with their friends to increase their speaking skill. The percentage of data shown 52.7% of students agreed. Majority of students believe that using conversation with their friends can increase their speaking skill. Brown (2001) stated that Interpersonal dialogue carried out more for maintaining social relationship than for the transmission of the facts and information.

When the students speaking English in the class, actually they preferred that the time is not specified. The percentage of data shown 50.9% of students agreed. Majority of students preferred the time is not specified When they speaking English in the class. Nation & Newton (2009) stated that performance conditions can affect speaking performance. The four types of performance conditions that Nation & Newton (2009) suggest include time

pressure, planning, the standard of performance and the amount of support. It means that students agreed if the performance conditions is not specified.

The students believed that affective factors such as motivation, confidence and anxiety can affect their speaking performance. The percentage of data shown 47.3% of students strongly agreed. Majority of students believe that using affective factors such as motivation, confidence and anxiety can affect their speaking performance. Oxford (1990) defined that One of the most important influences on language learning success or failure is probably the affective side of the learner, and according to Krashen (1982) states that a variety of affective variables has been confirmed to be related to success in second language acquisition in research over the last decade but most of those studies examined the three categories: motivation, self-confidence, and anxiety.

The students believed that topical knowledge can affect their speaking performance. The percentage of data shown 43.6% of students strongly agreed. Majority of students believe that topical knowledge can affect their speaking performance. Bachman & Palmer (1996) stated that topical knowledge is the speakers' knowledge of relevant topical information, and he believed that topical knowledge has effects on speaking performance. Tuan & Mai (2015, p.7-8) stated that the majority of the teachers (90%) agreed that topical knowledge affected students' speaking performance. His results indicated that there were a variety of factors that affect the students' speaking performance. A majority of the teachers said that the students' speaking

performance was affected by topical knowledge, and confidence was considered to be a factor that had influence on students' performance.

The majority of students (32.7%) felt neutral when they got statement about unconfident feeling when they speaking practice in the class, so, it means that the majority of students answered neutral, either agreed and disagreed about feeling unconfident when they speaking practice in the class. Its difference with the research of Here (2002) about this statement. Her results indicated that there were 39.01% of the students denied of being unsure when they spoke in speaking class.

The majority of students (30.9%) felt neutral when they got statement about self confidence when they speaking English, so, it means that the majority of students answered neutral, either agreed and disagreed about feeling quite sure of themselves while they are speaking English. Here (2002) stated that self-conscious, feeling that other students never felt quite sure about themselves is factors contributed to the category of self-awareness.

It is noted that majority of students (30.9%) felt neutral and 29.1% felt tremble when knowing that they are going to be called on to speak English, so, it means that the majority of students answered neutral, either agreed and disagreed about feeling nervous when knowing that they are going to be called on to speak English. Its difference with the research of Here (2002) about this statement. Her results indicated that there were 39.00% of the students agreed that they felt nervous if they were going to be called in speaking class.

The majority of students (36.4%) felt panic when they have to speak English without a preparation in advance. It means, the majority of students agreed that they felt panic when they have to speak English without a preparation in advance. Its similar with the research of Here (2002) about this statement. Based on her results majority of the students (43.09%) agreed and strongly agreed that they needed preparation in speaking class.

The majority of students (54.5%) felt panic when they have to speak some topics that they do not have topical knowledge. It means, the majority of students agreed that they felt panic when they have to speak some topics that they did not have topical knowledge about the topic. Tuan & Mai (2015, p.7-8) stated that the majority of the teachers (90%) agreed that topical knowledge affected students' speaking performance. His results indicated that there were a variety of factors that affect the students' speaking performance. A majority of the teachers said that the students' speaking performance was affected by topical knowledge, and confidence was considered to be a factor that had influence on students' performance.

The majority of students (38.2%) was forget things they know when they got so nervous in speaking class. It means, the majority of students agreed that they was forget things they know before when they felt so nervous in speaking class. Its similar with the research of Here (2002) about this statement. Based on her results majority of the students (51.02%) agreed and strongly agreed about getting nervous so they forgot things that they knew in speaking class.

The majority of students (36.4%) felt neutral and 34.5 % of students did not feel very self-conscious while speaking English in front of other students. It means, the majority of students answered neutral, either agreed and disagreed about feeling self-conscious while speaking English in front of other students. Its difference with the research of Here (2002) about this statement. Based on her results majority of the students (48.80%) strongly agreed if the students felt very self-conscious while speaking English in front of other students. So, she defined that the students felt uncomfortable to speak in speaking class because they knew what their friends thought about them.

The majority of students (32.7%) did not feel nervous and confused when they are speaking English. It means, the majority of students disagreed about this statement, and they did not felt nervous and confused when they are speaking English. Its difference with the research of Here (2002) about this statement. Based on her results majority of the students (43.09%) agreed that they felt nervous and confused when they spoke in speaking.

The majority of students (30.9%) felt afraid and 30.9% of students did not feel afraid that other students was laugh at them while they are speaking English. It means, the majority of students agreed and disagreed with this statement. The majority of students (32.7%) did not feel nervous when the teacher asks them to speak English which they have prepared in advance. It means, the majority of students disagreed that they get so nervous when the teacher asks them to speak English which they have prepared in advance. The

majority of students (40.0%) felt their heart pounding when they are going to be called on. It means, the majority of students agreed that they can felt their heart pounding when they are going to be called on.

The majority of students (42.8%) felt embarrassed to be volunteer to go out first to speak English. It means, the majority of students disagreed about this statement, and they did not felt ashamed when they become a volunteer to go out first to speak English. Its difference with the research of Here (2002) about this statement. Based on her results majority of the students (82.09%) agreed that they felt embarassed to volunteer to go out first to speak English, because if they made any mistake, their friends would laughed at them.

The majority of students (40.0%) felt neutral when they got statement about they feeling when they did not understand every word the teacher says. It means, the majority of students answered neutral, either agreed and disagreed about feeling nervous when they did not understand every word the teacher says. Its difference with the research of Here (2002) about this statement. Based on her results majority of the students (77.01%) agreed that they got afraid when they did not understand what was being talked by teacher in speaking class.

The majority of students (40.0%) always felt that the other students speak English better than they do. It means, the majority of students agreed that they always feel that other students speak English better than they do. Its similar with the research of Here (2002) about this statement. Based on her results majority of students (48,08%) agreed that in speaking english, they always

felt their friends' ability was better than theirs, while none of them reported to strongly agree with the statement.

The majority of students (38.2%) felt anxious while waiting to speak English. It means, the majority of students agreed that they felt anxious while waiting to speak English. The majority of students (40.0%) did not feel shy while speaking English, so they did not want to speak less. It means, the majority of students disagreed that they did not want to speak less because they did not feel shy while speaking English. The majority of students (34.5%) had trouble to coordinate their movements while speaking English. It means, the majority of students agreed that they had trouble to coordinate their movements while speaking English. The majority of students (30.9%) did not find it hard to look the audience in their eyes while speaking English. It means, the majority of students disagreed that they did not find it hard to look the audience in their eyes while speaking English.

To summarize, it could be concluded from the description above that most students agreed with items P 13 that asked about Topical Knowledge can affect their performance (panic) if they do not know about the topic, and most of students strongly agreed with items P 7 that asked about affective factors such as motivation, confidence and anxiety can affect their speaking performance speaking performance, it could be seen from the chart. Therefore, it can be concluded that most of students' attitudes is feeling anxiety in their speaking performance when they do not have topical knowledge. It supported by observation that the students feel anxious when they got unprefered topics.

They showed it by their attitude when they have speaking. They looked confused and their face looked nervous. So, it means that the first research question about “What topics do English students prefer in speaking in relation with their learning anxiety?” has been missed.

## 2. Students attitude to preferred topical knowledge in speaking.

Then, to answer the second and third questions the researcher asked the students using open-ended question in questionnaire and observation (video recording) about students’ attitudes to preferred topical knowledge in speaking and students’ attitudes to unpreferred topical knowledge in speaking, the discussion of the result as follows:

Based on the data findings in table 4.3, the most of students preferred topics in speaking is about their hobbies (85%). it means that attitudes of students was relaxed when they got topics in speaking about telling their hobbies. They did not felt anxious because they preferred this topic. Bennet (2018) stated that topic about hobby is one of the familiar topic in speaking, so the students would easy to speak english about hobby. The second topics of students preferred is Education (70%), and the third topics is daily activity (55%).

Its supported by observation (video recording) that the students’ attitudes on preferred topical knowledge in speaking indicated the majority of the students was relaxed when they got familiar topic, and they indicated their feeling by cheerful face and eloquence. It means, they have topical

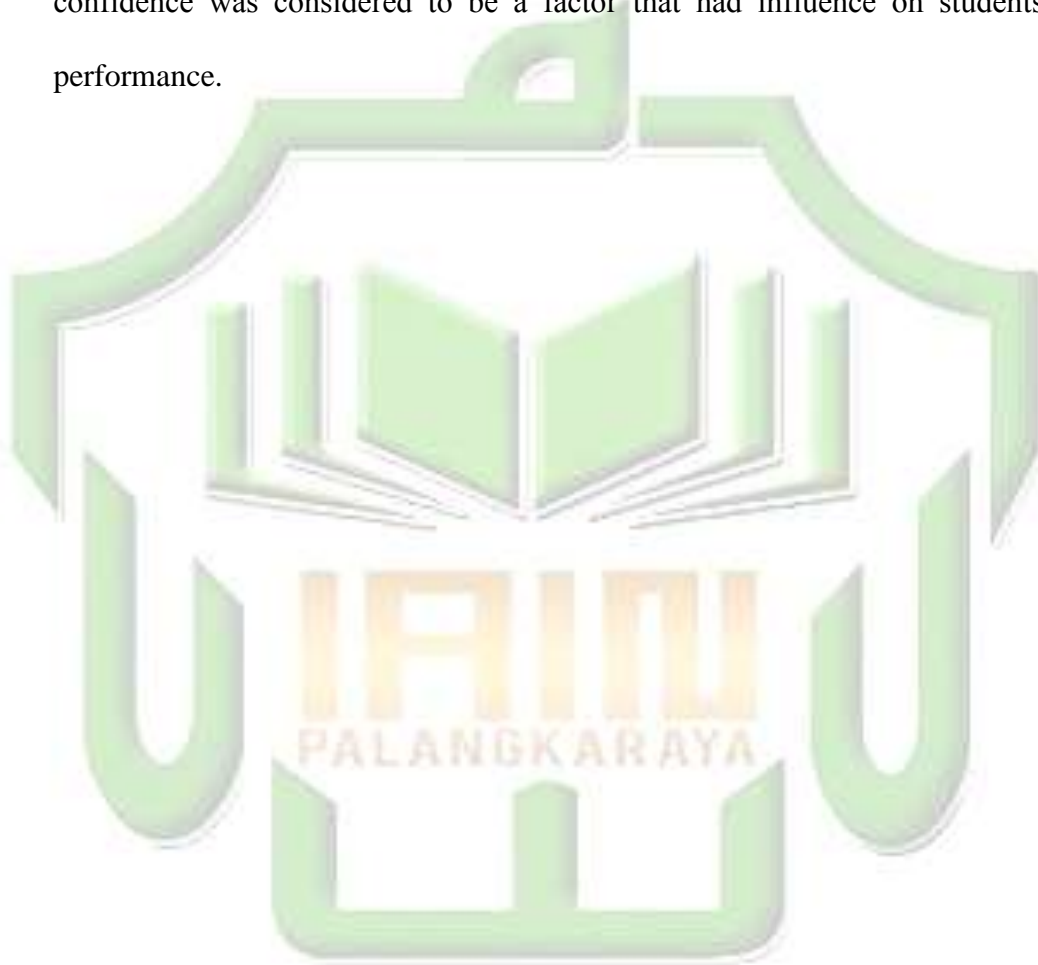
knowledge about the topic. The data also showed that the students did not feel nervous or confused when they got the topic.

### 3. Students Attitude on unpreferred topical knowledge in speaking.

For the third research question, the most of students unpreferred topics in speaking is politic (90%). It means that almost of students unpreferred the topic about politic. The second topics of students unpreferred is past experience (75%), and the third topics is like and dislike (60%). For the attitudes of students, they were felt anxious if they got this topic because they did not have topical knowledge about the topic and it affected their speaking performance. This result is similar to what Park & Lee (2015) figured out. The findings suggested that the students' feeling of stress, anxiety or nervousness may impede their language learning and performance abilities. He cites that the higher the anxiety, the lower the performance.

It is supported by observation (video recording) that the students' attitudes on unpreferred topical knowledge in speaking indicated the majority of the students had nervous and confused when they got unfamiliar topic. They could not convey the information about the topic well, because they did not have topical knowledge about the topic. It can be shown by the students' attitudes on speaking performance, they indicated their feeling by their smiles and body language. It is suitable with the result of questionnaire item P13 that asked about Topical Knowledge can affect their performance (panic) if they do not know about the topic, and the majority of students agreed with this

statement. Tuan & Mai (2015, p.7-8) stated that the majority of the teachers (90%) agreed that topical knowledge affected students' speaking performance. His results indicated that there were a variety of factors that affect the students' speaking performance. A majority of the teachers said that the students' speaking performance was affected by topical knowledge, and confidence was considered to be a factor that had influence on students' performance.



## **CHAPTER V**

### **CLOSING**

This chapter presents conclusion and suggestion on the basis of the research finding and discussion. The conclusion deal with the result of the research finding meanwhile, the suggestions are addressed to other researcher and those who are interested to continue this research.

#### **A. Conclusions**

1. The Students' Attitudes on Preferred Topical Knowledge in Speaking course in relation of their learning anxiety.

This study was focused on the students' attitudes on preferred topical knowledge in speaking. As described in the previous findings and discussion, it can be concluded that the students' attitude towards topical knowledge in speaking course in relation of their learning anxiety had negative attitudes. It can be seen from the results of questionnaire analysis that the majority of students agreed if topical knowledge has affected their learning anxiety in speaking class.

2. The students attitude to preferred topical knowledge in speaking.

As described in the previous findings and discussion, it can be concluded that the students' attitudes to unpreferred topical knowledge in speaking. They had negative attitude towards unpreferred topics, because it can affect their learning anxiety.

### 3. The students attitude to unprefered topical knowledge in speaking.

As described in the previous findings and discussion, it can be concluded that the students' attitudes to preferred topical knowledge in speaking. They had positive attitudes towards preferred topics, because it can be seen from their cheerful face when they spoke the familiar topics in speaking.

## **B. Suggestions**

In this section, the researcher gives some suggestions related to the result of the research. Hopefully, this research was useful and gives a great contribution for the readers. There are some valuable suggestions which are addressed to the students, English lecturers, and other researchers.

### 1. For Students

The researcher recommended the students to realize their position as student and focused to learn how to reduce their anxiety in speaking when they got some topics that they did not have topical knowledge about the topic. However, this finding declared that the students have to consider their difficulties in learning English especially in speaking anxiety.

### 2. For English Lecturers

The teachers actually are the key of classroom activity in order to make the English circumstance. Nevertheless, the situation of the students has to be a priority. This is as attention to understand not only the material and syllabus, but also the students itself and their ability to control speaking anxiety in learning English.

### 3. For the other researchers

The researcher realizes that this study is far from being perfect. There are still many weaknesses that could be seen. Generally, for other researchers who want to conduct similar research are suggested to improve this research with better design and different object in order to support the result finding.



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