

**ENGLISH DEPARTMENT STUDENTS SPEAKING ANXIETY
AND SPEAKING STRATEGIES**

THESIS



By:

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**STATE ISLAMIC INSTITUTE OF PALANGKA RAYA
FACULTY OF EDUCATION AND TEACHER TRAINING
LANGUAGE EDUCATION DEPARTMENT
STUDY PROGRAM OF ENGLISH EDUCATION
2020 M / 1441 H**

**ENGLISH DEPARTMENT STUDENTS' SPEAKING ANXIETY
AND SPEAKING STRATEGIES**

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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2020 M / 1441 H**

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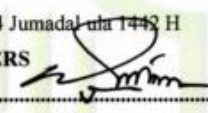

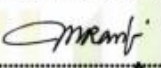

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Thank you for the attention.

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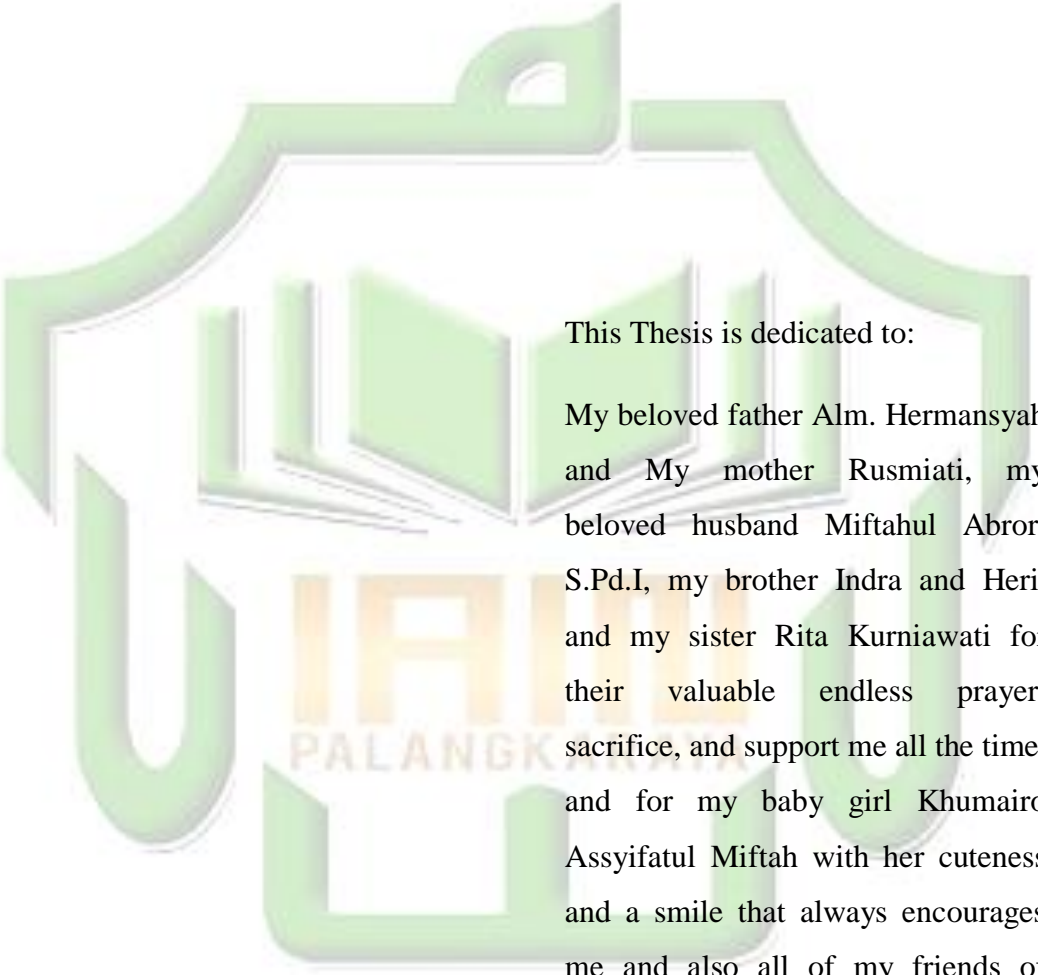


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MOTTO AND DEDICATION

“Do the best and pray., God will take care of the rest”

-Lakukan yang terbaik, kemudian berdoa. Tuhan yang mengurus semuanya-



This Thesis is dedicated to:

My beloved father Alm. Hermansyah and My mother Rusmiati, my beloved husband Miftahul Abror, S.Pd.I, my brother Indra and Heri, and my sister Rita Kurniawati for their valuable endless prayer, sacrifice, and support me all the time, and for my baby girl Khumairo Assyifatul Miftah with her cuteness and a smile that always encourages me and also all of my friends of English Education Study Program academic year 2013 with their support and help. Thank you so much

DECLARATION OF AUTHORSHIP

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1. This thesis has never been submitted to any other tertiary education institution for any other academic degree.
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3. If a 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.

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Yours Faith Fully


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ABSTRACT

Herniwati, 2020, *English Department Students Speaking Anxiety and Speaking Strategies*. Unpublished. Thesis. Department of Language Education. Faculty of Teacher Training and Education, State Islamic Institute of Palangka Raya. Advisor (I) Hj. Apni Ranti, M.Hum; (II) Zaitun Qamariah, M.Pd

Key Words: *Speaking, Speaking Anxiety, Speaking Strategies*

The aim of the research was to find out: the correlation between speaking anxiety and speaking strategies of English Education Study students at IAIN Palangka Raya. This study was focus to find out the correlation between speaking anxiety and speaking strategies of English Education Study Program students at IAIN Palangka Raya.

The research design was quantitative. In collecting the data, the researcher used two questionnaires. The population of the study were the seventh semester but the data was taken when there are at third semester students of English Study Program at IAIN Palangka Raya. The sample of the study consisted of 64 students. The method of sampling in this study was used total sampling. The technique of collecting the data of students speaking anxiety used questionnaire. And the technique of collecting the data of speaking strategies used questionnaire to. The technique of data analysis used the Pearson product moment correlation.

The research findings showed that r_{value} was 0.116. It means that the correlation between students speaking anxiety and speaking strategies was to categorized very low correlation. Then it was showed that alternative hypothesis (H_a) was rejected and null hypothesis (H_o) was accepted, because $N. \text{Sig} \geq 5\%$ ($0.363 \geq 0.05$). in this case that student speaking anxiety was very low relationship or do not give influence to students speaking strategies.

ABSTRAK

Herniwati, 2020. Kecemasan berbicara dan Strategi berbicara mahasiswa bahasa Inggris. Skripsi, tidak diterbitkan. Jurusan Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Ilmu Keguruan, Institute Agama Islam Negeri Palangka Raya. Pembimbing (I) Hj. Apni Ranti, M.Hum: (II) Zaitun Qamariah, M.Pd.

Kata kunci: *Berbicara, Kecemasa berbicara, strategi berbicara*

Tujuan penelitian ini adalah untuk mengetahui: korelasi antara kecemasan berbicara dan strategi berbicara mahasiswa bahasa Inggris di IAIN Palangka Raya. Penelitian ini fokus untuk mengetahui hubungan antara kecemasan berbicara dan strategi berbicara mahasiswa bahasa Inggris di IAIN Palangka Raya.

Jenis penelitian adalah kuantitatif dalam mengumpulkan data penelitian menggunakan dua kuesioner. Populasi penelitian adalah mahasiswa semester tujuh, tetapi data di ambil ketika mereka masih semester tiga Program Study students Bahasa Inggris di IAIN Palangka Raya. Sampel dari penelitian ini adalah 64 siswa. Metode pengambilan sampel dalam penelitian ini adalah total sampling. Teknik pengumpulan data kecemasan berbicara siswa menggunakan kuesioner, dan tehnik pengumpulan data strategi berbicara juga menggunakan kuesioner. Teknik analisis data menggunakan korelasi pearson product moment.

Temuan dari penelitian menunjukkan r_{value} adalah 0.116, yang berarti bahwa hubungan antara kecemasan berbicara dengan strategi berbicara mahasiswa bahasa Inggris di IAIN Palangka Raya termasuk kedalam katagori sangat lemah. Kemudian $N.Sig \geq 5\%$ ($0.116 \geq 0.05$). Dalam hal ini disimpulkan bahwa kecemasan berbicara mempunyai hubungan sangat lemah atau tidak memberikan pengaruh terhadap strategi berbicara.

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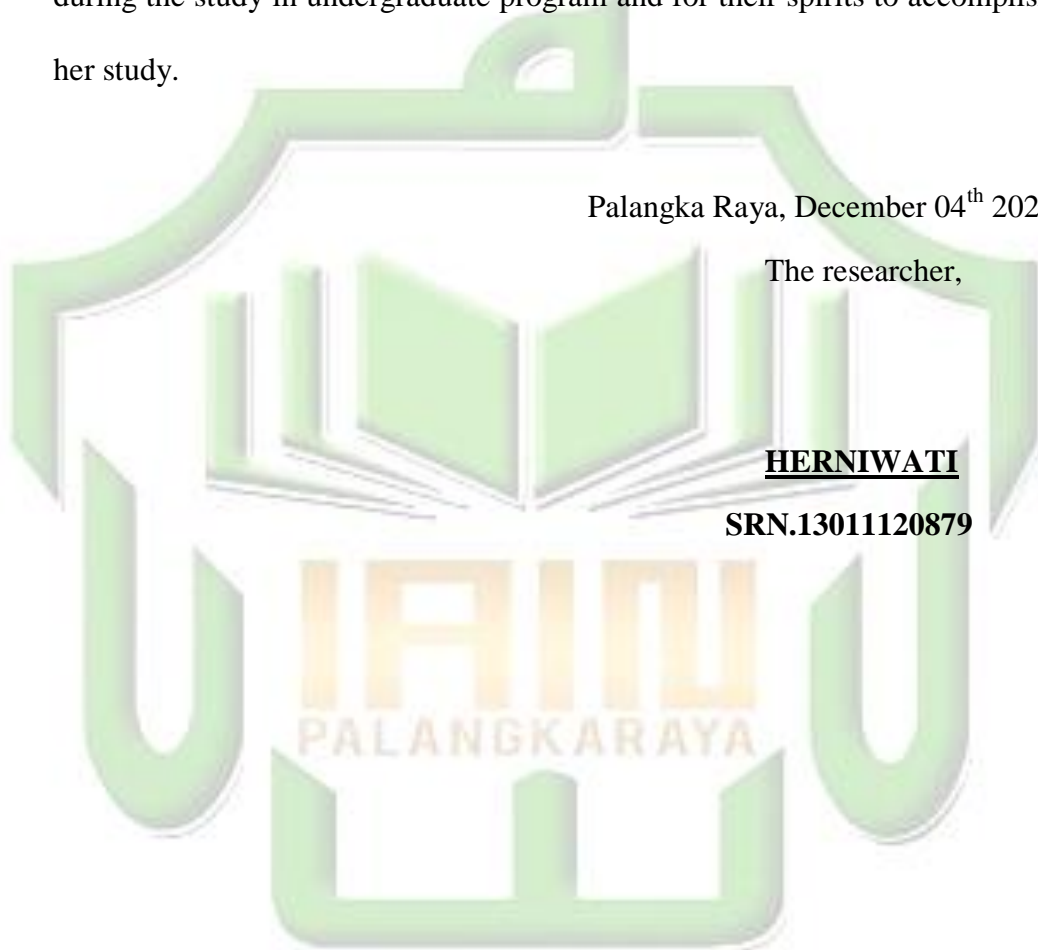


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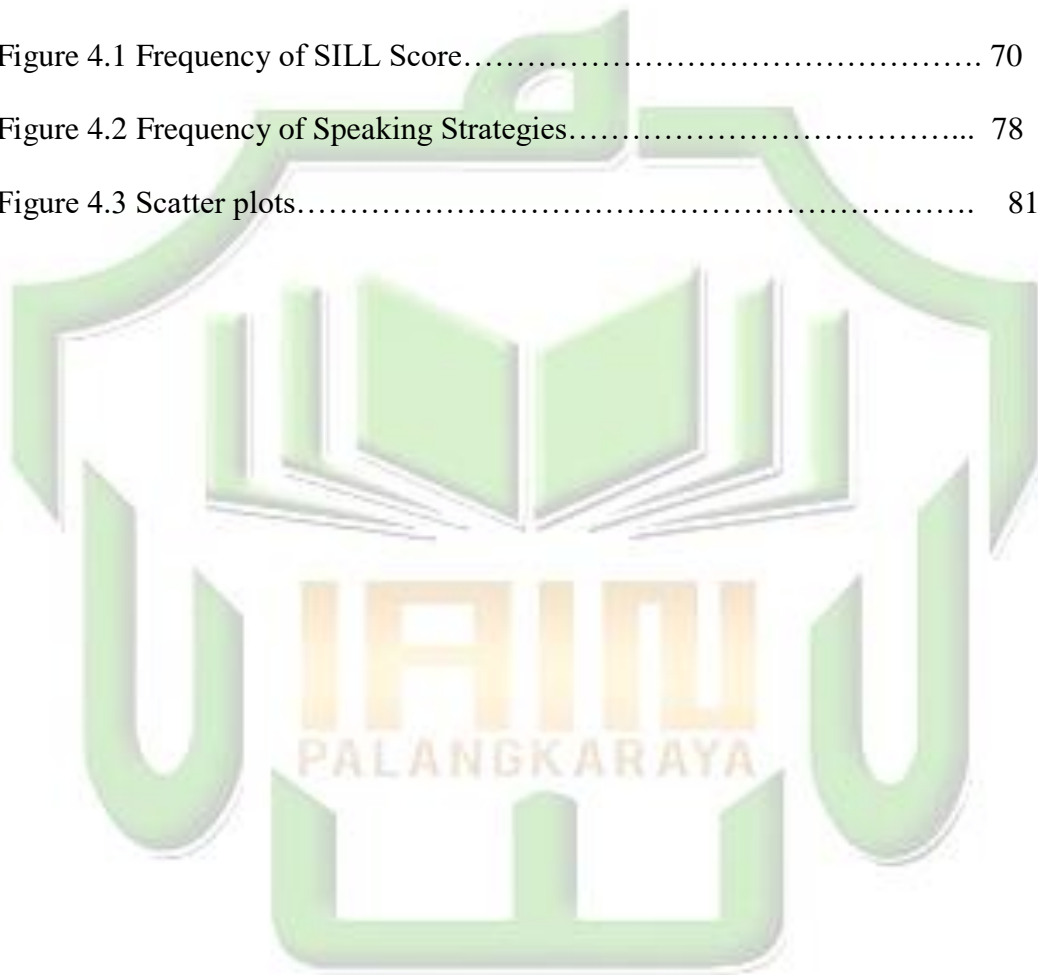
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CHAPTER I

INTRODUCTION

In this chapter, the researcher will describe about background of the study, research problem, objective of the study, hypothesis of the study, assumption, scope and limitation, significance of the study, and definition of key term.

A. Background of the Study

There are four skills that should be taught to have competence in learning language, i.e: listening, speaking, reading and writing (Winayah, 2015, p. 58). Naturally, the process of learning is started from listening, speaking, reading, and writing. Human cannot speak before listen. According to Bloomfield (1992, p.7) speaking is the second language skill and probably the one that most language learners wish to perfect as soon as possible. Mastering this skill shows that learners here success in learning the target language.

Speaking is talking to somebody about something by using your voice to say something according to Oxford Dictionary. It means that speaking English is not only producing your voice but also must understand what the topic that has been discussed when people talk to others, the comprehension from our spoken is very important. And when people talk to somebody, the pronunciation and grammar must be clear for getting the goal and it will not be misunderstood by other people.

Speaking problem is something difficult in an interactive process of constructing meaning that involves, producing, receiving, and processing information (Brown, 1999, p.10). Speaking a language is especially difficult for foreign language learner because oral communication requires the ability to use the language appropriately in social interaction. Speaking is real challenges to most students because it needs paint taking effort to use appropriate vocabularies orally in order that the message can be understood by other correctly.

The some problems in speaking performance influence students they are anxiety, fear, and stress can be well-managed, eliminated, or better yet, effectively incorporated into someone's speaking events. This worry or anxiety in speaking English can make the students get not maximal in speaking; they can't get the point what they want to share. Jingjing Chui (2011, p.78) in this research on High School Student's English Learning Anxiety has found that most students experienced anxiety in classrooms, especially in the fear of negative evaluation. Empirical research shows that anxious foreign language students are less willing to participate in learning activities, and have lower performance than non-anxious students (Tsiplakidess 2009, p.39). So, students' anxiety to speak English is very important to be solving, because it can influence their speaking ability. Besides that, speaking English must be practice to get a good pronunciation and vocabulary, especially to improve their speaking ability.

According to Oxford (2000, p.48) was defined anxiety as the state of feeling nervous or worried that something bad is going to happen. Anxiety is a state of uncomfortable emotion where danger is perceived, and the victim has a powerless feeling with the expression of tension in anticipation of danger. However speaking anxiety come for all of students the influence and factors comes for many ways such as felling nervous, lost words, felling judgments by others, cannot express in easy words or its can be become for lecture. For all the learners, anxiety can bring motive power or difficulties.

On the one hand, certain anxiety could make learners produces the courage to meet the new task, and that is one of the important factors in language learning. On the other hand, extreme anxiety could make learners avoid the study task. Davidoff (2007, p.356) was define anxiety as an emotion characterized by feelings of anticipated danger, tension, and distress and by sympathetic nervous system arousal. As the researcher know speaking anxiety is one of popular problem for some students, so to overcome this problem students must have the strategy for relieve their speaking anxiety.

Speaking strategy is action and procedures that students apply into completed an oral communicative task successfully. The concept of strategy is fundamental as a group of operations, steps and devices that the learner can use to acquire and store knowledge. The importance of knowing and using speaking strategies is to help students improve their language development in order to encourage effective spoken communication. Successful foreign language learners try to compensate and reduce the language difficulties and

deficiencies faced during their communication in English in order to facilitate linguistic interaction.

Speaking strategies are considered as one of the fundamental factors in promoting the students' ability to improve their English speaking capabilities. Learning strategies may exist in all level. A student begins to learn speaking in English from the elementary school, it means that he or she begins to use learning strategies taught by the teacher. Repetition, imitation, memorization, using chart and games are typical learning strategies used in this level of learning. It is basically the same when the students learn speaking in higher level as like in a university. The college student must learn and to be familiar with the more complicated sentences. Actually, the English college student especially the student of the English Department has been taught and offered the various types of learning strategies in speaking class. There are some classifications of learning strategies. They are cognitive, metacognitive and social learning strategies. O'Malley and Chamot (1990) explain that metacognitive learning strategies deal with self management: setting goals, monitoring and doing self evaluation. Cognitive learning strategies deal with actual information: how to obtain it; differentiating meaning from context, using dictionary and grammar books; retaining it through memorization, repetition, Mnemonic trick, writing things down; and retrieving it. Socio-Affective learning strategies include cooperating with classmate, friends, teacher finding a native speaker to speak English.

Good language learners are not only required to apply the strategies in learning, but they also need to do evaluation, monitor and manage the strategies they are applying. Learning strategies need a process of monitoring to make the strategies keep running, need evaluation to know the achievement of the learning process. Then, they also need management to arise their willingness to run the strategies. Good language learner must also aware of the social aspect of learning since learning language aims to enable the learner to communicate successfully.

The possible causes are the limitation of learning strategies which are language anxiety, given by the lecturer, the lack of the student creativity and motivation to find their own ways in learning, less management and evaluation in learning, and have no strong desire to find persons or parties to collaborate in learning. The one of major problem on learning strategy is language anxiety, because language anxiety is subjective feeling of tension, apprehension, nervousness, and worry associated with and arousal of the autonomic nervous system for some students (Horwitz, et al 1986, p. 125). These make them still be far in finding the most suitable strategies and difficult to find the ways of learning that they need. Then, the strategies often found does not match with condition, interest, ability and the knowledge that the students have. In other words students differ as language learner in part because the differences of ability, motivation or effort, but a major difference lies in their knowledge about and skill in using 'how to learn' techniques that are, learning strategies (Kennedy&Keatly,2006, p. 30). Based on the

explanation above, it's very important for us to know the speaking anxiety and speaking strategy student's in speaking performance at IAIN Palangka Raya.

Research in students speaking anxiety and strategies language learning especially in speaking has been investigated by some researchers. According to Ayden S. (2008) its study showed the level of speaking anxiety with negative evaluation, means while Galti, (2016) show the study from their level of speaking anxiety but he use the never the less and motivation not using affective strategy. Furthermore, Azmi (2012), Gani, Fajrina, and Hanifa (2015), Prabawa (2016) theirs study were showed the quality of speaking performance and achievement in speaking strategies.

Based on explanations above, the research area that will be applied by research is psycholinguistics because psychologists and psycholinguists explained the mental or cognitive processes involved in acquisition, and the representation of languages in the brain (Troike, 2006, p. 3). The researcher take psycholinguistics only for support the basically of language anxiety. According to Sapir (1993, p. 10-11) psychologists have been concerning themselves more and more with linguistic data. The concern of psychologies to give explanation to some phenomenon such as the relation between learners psychological variables they are personality traits, perceptions, beliefs, language learning, and speaking process. Additionally, the second language of psychological problem is language anxiety (Andrade & Williams, 2009).

B. Research Problems

According to the background above, the researcher have one problem in this study, they are:

1. Is there any correlation between speaking anxiety and speaking strategies of students' at IAIN Palangka Raya?

C. Objective of the Study

Based on the statement of problems above, the purpose of the study are:

1. To find out whether there any correlation between speaking anxiety and speaking strategies at IAIN Palangka Raya!

D. Hypothesis of the study

Latief (2014:61) mentioned that the criteria of good hypotheses are state the expected relationship between variables involved, are testable, consistent with the existing body of knowledge, and state simply and concisely. There were two hypotheses in this research, they were:

1. Alternative hypotheses (H_a). There is a correlation between students' speaking anxiety and speaking strategies at IAIN Palangka Raya in academic year 2017.
2. Null hypotheses (H_0). There is no correlation between students' speaking anxiety and speaking strategies at IAIN Palangka Raya in academic year 2017.

E. Assumption

The researcher assumed that there is a significant correlation between students' speaking anxiety and speaking strategies at IAIN Palangka Raya in academic year 2017. Because students at third semester have to past their learn

of public speaking at class and their extracurricular at Mahad Al-jami'ah, and now there was at seventh semester.

F. Scope and Limitation

The researcher would like to limit the scope of the study to the following research problems in order to avoid misinterpreted of research problem, the scope was present in the following:

1. This research focused on how far correlation students' speaking anxiety and speaking strategies.
2. This research was conducted to students of English Study Program at seventh semester of IAIN Palangka Raya in academic year 2017. But the researcher took the data when they were in the third semester.

G. Definition of Key Terms

There are some definitions of key terms in this research that namely:

1. Speaking is a skill which deserves attention every bit as much as literary skills, in both first and second language. To most people, mastering the speaking skill is the single most important aspect of learning a second or foreign language, and success is measured in terms of the ability to carry out a conversation in the language (Jeremy, 2001, p.39).
2. Anxiety is a complex psychological term covering many variables. According to Horwitz (2001, p. 113) speaking anxiety is said to be the manifestation of negative feelings or emotion when faced with speaking task or activities. And Oxford (2000, p.48) was defined anxiety as the state of feeling nervous or worried that something bad is going to happen.

3. Speaking strategy is several interpretations, but all of them come from the some sources. According to O'malley and Chamot (1990, p. 43) speaking strategies are crucial because they help foreign language learners. Speaking strategies are essential, since they provide foreign language learners with valuable tools to communicate in the target language in diverse situation.



CHAPTER II

REVIEW OF RELATED LITERATURE

Review of related literature consists of related studies, speaking, speaking anxiety and speaking strategies.

A. Previous of Related Studies

There are some related studies to support this study on speaking anxiety and speaking strategy. The researcher has taken some related studies as the comparison and guidance of this research. First the title is “An Analysis of Students’ Speaking Anxiety faced by EFL Freshmen Students at English Department of Universitas Padang” Putri. et al. (2019). The aims of the study was conducted to find out the type and the level of speaking anxiety faced by EFL Freshmen students in English Language Educational Program of English Department at University Negeri Padang. The design of this study was quantitative descriptive method and the research instruments are questionnaire and interview. And the result of this study are found that the level of students speaking anxiety is in the middle and the type are fear of speaking test, communication apprehension and feedback by peers and lecture, but the dominant type in this study is fear of speaking test.

Second the title “English Speaking Anxiety: A study of the effect of gender on Iranian EFL University students’ perceptions” Farnia. et al. (2017). This study was examined the Iranian EFL University students’ level of anxiety and their perceptions towards in class activities during

speaking courses and possible causes of apprehension. The design of this study was mix methods approach consists of quantitative and qualitative approach. The result of the study was showed Iranian EFL learners through use Foreign Language Classroom Anxiety Scale (FLCAS). The findings showed that the different level of females' anxiety than male anxiety to improve the speaking activities. The different between the related study and this study was located and the design.

Third the title is "An Analysis on Students' Perception Toward their Speaking Anxiety of English Education Study Program at Sriwijaya University" by Ira et.al (2017). the study was finding out the level of student' speaking anxiety at English Education Study Program at Sriwijaya University, and factor contribute to students' speaking anxiety in ELF classroom, and also students' perception coping with their strategies when they speak in English. The study used quantitative descriptive method with population 73 third semester, and the sample was 73 students' of English Education Study Program at Sriwijaya University. The result of the study used quantitative descriptive design.

Fourth the title is "A Study of Second Language Speaking-Anxiety among ESL Intermediate Pakistani Learners" by Nazir et.al (2014). The research was showed study of the level of speaking-anxiety in the ESL classroom among the intermediate students. The design of this study used quantitative approach. The result of this study was showed participants experience a high level of communication apprehension and fear of

negative evaluation. The different between the related study and this study was located and the objective of study.

Five the title is “Strategies of Learning Speaking by Indonesian Learners of English and their Contribution to Speaking Proficiency” by Mistar, et al (2014). The aim of the study was showed the speaking strategies, its contribution to the speaking proficiency. The result of the study was found by comparative and correlation elements were the subject of the study was from the eleven schools in East Java. In this result was the different of gender in contribution to speaking proficiency. The contribution to speaking proficiency of students’ speaking related to OCLS (Oral Communication Learning Strategy). The findings imply that strategies-based instruction, covering the four most influential strategies, needs to be integrated explicitly in the speaking class to help learners.

The sixth title is “The Students’ Language Learning Strategies in Reading and Speaking” by Azmi (2012). The aim of the study was to describe the learning strategies of English Department Students in speaking and reading skill. The result of the study was found by interview, questionnaire, and observation. The similarity between the previous studys was to describe the learning strategy of students, but it is different from this study that the researcher will limit the objective of the study, that is only focus on the learning problem and strategies of students in speaking.

The seventh the title is “The Contribution of English Students’ Speaking Strategies and Motivation on their Ability Tarbiyah Faculty of

IAIN Imam Bonjol Padang” by Kustati (2012). The aim of the study was to describe the speaking strategies, its contribution to the speaking ability, and the motivation of the students in speaking. The result of the study was found by sample and instruments on questionnaire. In this result was showed the different of student contributions in speaking and reading. The research findings revealed that there were thirty-four speaking strategies which most frequently used by high, average, and low achievement students.

The eighth title is “Exploring knowledge of English Speaking Strategies in 8th and 12th Graders” by Larenas (2011). The aim study was analyses eight and twelfth graders’ knowledge of speaking strategies to communicate in English. The study was collected the data by non-experimental and correlation study. The result of study was showed that eight graders claim to have broader knowledge speaking strategies than twelfth years secondary students, and the knowledge of speaking strategies of elementary and secondary school student. The findings show that 8th graders claim to have broader knowledge of speaking strategies than 12th year secondary students, and the knowledge of speaking strategies of elementary and secondary school students does not vary depending on the type of school.

B. Speaking

Speaking is an ability to orally express opinions, thoughts, facts and feelings to other people, animals and even to oneself. According to

Brown (2000, p.267) cites that when someone can speak a language it means that he can carry on a conversation reasonably competently. In addition, he states that the benchmark of successful acquisition of language is almost always the demonstration of an ability to accomplish pragmatic goals through an interactive discourse with other language speakers.

According to Argawati (2014 p.76) she said speaking is one of the main purpose of language learning in that ideas well to other people. The mastery of speaking skills in English is a priority for many second language or foreign-language learners. Consequently, learners often evaluate their success in language learning as well as the effectiveness of their English course on the basis of how much they feel they have improved in their spoken language proficiency. Penny Ur argues that the speaking skill is the most important one since foreign language learners are most of all interested in becoming actual speakers of language (Basic, Lejla. 2011, p.7).

1. The nature of speaking

There are some definitions of English speaking skill such as: Boonkit (2010), speaking is one of the four macro-skills that must be developed as mean of an effective communication in the first or second language contexts. It means that in four skills of English, speaking is one of the important things for the purpose of language communication. In other words, speaking is reflected to be the most

important part in a second language (Khamkhien, 2010). Speaking is an oral communication which occurs between the speakers and the listeners. According to Nunan (1989) successful oral communications involves:

- a. The ability to articulate phonological features of the language comprehensibly.
- b. Mastery of stress, rhythm, intonation patterns.
- c. An acceptable degree of fluency.
- d. Transactional and interpersonal skill.
- e. Skill in taking short and long speaking turns.
- f. Skill in management of interaction.
- g. Skill in negotiating meaning.
- h. Conversational listening skills (successful conversation requires good listener as well as good speaker).
- i. Skill in knowing about negotiating a purpose for conversations.
- j. Using appropriate conversational formulae and fillers.

Nunan (2003) argued that speaking is the productive oral skill and it consists of producing systematic verbal utterances to convey meaning. It occurs when two or more people interactive each other building relationship between them. Thornbury (2011) said speaking require to co-operate in the management of speaking turns. It typically takes place in real time with for detailed planning as well.

From the definition, the researcher concluded that speaking is needed for social relationship as human being. Thus, speaking skill can be defined as one of the four macro skills in first or second language that is categorized to the productive oral skill which used as an interactive process of human being to compare meaning that involves producing, receiving, and processing information to convey the meaning.

2. The Elements of Speaking

In learning speaking English, it is important for speaker found out the ability to express their cogitation each other. Thus, the listeners understand what the speaker said. According to Harmer (2001), the four elements of speaking are connected speech, expressive device, lexis and grammar and negation language.

The first, Connected speech is the sound of words will change depend on the words around them. Meanwhile, sound are modified, omitted, added, or weakened. Connected speech will produce a connection of word and new sound from individual phonemes. Speakers should aware of and give more attention on it. Speakers then can know the authentic speech and help to pronounce well.

The second, Expressive device the speakers might be able to change the pitch and stress of particular part of utterances, different volume, and speed in order to show feelings or meaning conveyed. An expressive device can be physical and non-verbal. An expressive device

happens when speakers talk directly to listeners (face-to-face interaction). In addition, it also clarified the important parts in the speaking. Usually, speakers do repetition of words or sentences that are sounded important or are raised the power.

The third, lexis and grammar are very important in speaking process. It can be indicated in variety of phrases for different functions used by speakers, such as agree and disagree, approval, expression of surprise, and shock. The last, negotiation language it is needed to ask a clarification whether the listeners understand about the speaker's explanation or not. As well as asking clarification, it is useful to show a structure of what speakers say and convince the listeners about what speakers convey.

Students usually seem uninterested in speaking because speaking not only requires their understanding of the language but also their ability in delivering the message. Delivering the message may seem hard for students because they have to really ready what they want to say, so students' self-confidence may also play a significance influence in speaking skill. More important one, students may feel that they do not want to look wrong in front of the teacher and other students.

Scrivener, Jim (2005, p.104) claims that there seems to be some difficulty in moving language from passive knowledge into active usage. Without experience in using the language, learners may tend to

be nervous about trying to say things. Partly they may fear seeming foolish in front of others; they may worry about getting things wrong they may want to avoid teacher's comments or correction and so on. It takes quite a long time for some students to express themselves, which leads to long embarrassing pauses while learners are trying to find out how to say what they really want to say.

Speaking skill do needs much practice as Thornbury, S (2008, p.208) states that one frustration commonly voiced by learner is that they have spent years studying English but still can speak it. Speaking skill would be mastered well by students if they do much practice, the process of teaching and learning speaking do not need material drilling from the teacher. Speaking skill would also be mastered well by the students if the students more active in class than the teacher.

3. The components of speaking

Speaking is not only means of how we speak fluently and correctly to be understood by other but it also component that explain the way we produce the utterance of sentences meaningfully and accurately to be understood by other. According to Haris (1974, p.75) cites in Izumi (2017) at her thesis, they are five components to measure students speaking ability as follows: Fluency, Pronunciation, Vocabulary, and Comprehension.

Speaking is also one of the language arts that most frequently used by people all over the world. According to Syakur (1987) cite in

Hendrawan (2016) speaking is complex skill because at least it is concerned with components such as:

- a. Grammar is the rules that to show how word are combined, arranged or changed to show certain kinds of meaning.
- b. Vocabulary it means the appropriate diction which is used in communication. Without having a sufficient vocabulary ones cannot communicate effectively or express their ideas in both spoke and written form.
- c. Pronunciation is the way for students produce clearer language when there speaking. It ideas with the phonological process that refers to the components of a grammar made up vary and pattern in language.
- d. Fluency can be defined as the ability to speak fluently and accurately. Fluency in speaking the of many language learners.

4. The characteristics of speaking

According to Penny Ur (1996) cite in Rizky (2016) was writes about fourth characteristics for a successful speaking activity:

- a. Learners talk a lot

As much as possible of the period of time allotted to the activity is in fact occupied by learners talk. This may clearer, but often much time is taken up the teacher talk or pauses.

- b. Participation is even

Classroom discussion is not dominated by minority of talk active participants but all got chance to speak, and contributions are fairly evenly distributed.

c. Motivation is high

Learners are eager to speak because they are interested in the topic and have something new to say about it, or because learners want to contribute to achieve task objective.

d. Language is of an acceptable level

Learners express themselves in utterance that are relevant easily comprehensible to each other and of acceptable level of language accuracy.

Brown (2004, p.211) classifies eight characteristics of speaking English language such as: clustering, redundancy, reduced forms, colloquial language, rate of delivery, stress, rhythm, intonation and interaction.

C. Anxiety

Anxiety is a feeling where the people uncertain or hesitant with their ability or what they want to do. This anxiety can be described that someone having low-self confidence, so that they can't get maximal of their life. For the people who learn about a foreign language, anxiety may impact in their acquisition of the language. Someone with high anxiety can create a negative effect especially in foreign language class. It is because, as we know, to learn a foreign language we have to practice or perform the

language in order to show the ability that we have. If the anxiety is had by students, it may be they will get low understand.

Anxiety is one of the most basic human emotions and occurs in every person at some time, most often when someone is apprehensive about uncertain outcomes of an event or set of circumstances. Thomas J. Huberty (2009, p.95) brief explanation that anxiety can serve. Anxiety is a normal human emotion that can be detrimental in a school setting, but good communication and support can help minimize its negative impact.

1. The nature of Anxiety

According to Horwitz, and Cope (1986, p.125-132) foreign language anxiety is caused by the apprehension of communicating with others in the second language context. Anxiety is a state of uncomfortable emotion where danger is perceived, and the victim has a powerless feeling with the expression of tension in anticipation of danger. In the classification of anxiety, refer to 'trait anxiety' as a rapid permanent behavior or feeling to be anxious and this is considered to be part of personality. However speaking anxiety come for all of students the influence and factors comes for many ways such as feeling nervous, lost words, feeling judgements by others, cannot express in easy words or its can be become for lecture. For all the learners, anxiety can bring motive power or difficulties.

On the one hand, certain anxiety could make learners produces the courage to meet the new task, and that is one of the important

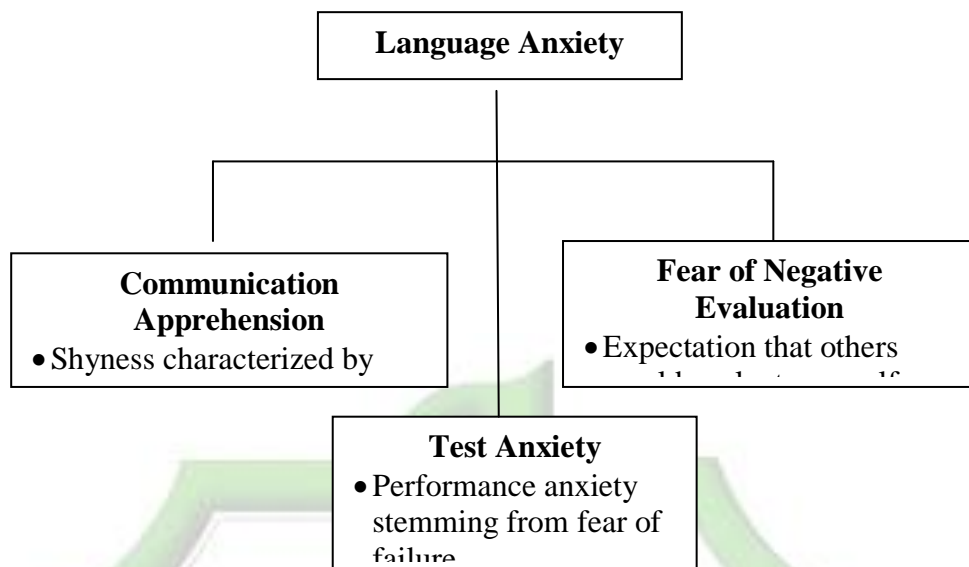
factors in language learning. On the other hand, extreme anxiety could make learners avoid the study task. Speaking anxiety is an important issue that cannot be ignored and it is necessary to ensure the success of English education in university (as cited in Hui, 2009, p.1). Anxiety is an emotion which affects every learner. The learners who are learning a foreign language, experience anxiety during classroom activities like speaking in front of whole class or taking an examination in a language other than their L1 (Snyder, 2011, p. 1).

Based on definition above, speaking anxiety in this study refers to the feeling of apprehension, nervousness, or worry that interrupts students' speaking performance just before or whilst performing speaking task in class.

2. The components of foreign language anxiety

According to Horwitz (Horwitz, & Cope, 1986, p.152) said there are three components of foreign language anxiety, following as: communication apprehension, test anxiety, and fear of negative evaluation (Ganschow & Sparks, 1996: 199). See figure below:

Figure 2.1 Illustrates the conceptualization of language anxiety proposed by Horwitz, Horwitz and cope (1986)



a. Communication Apprehension

The first component of foreign language anxiety, communication apprehension, occurs in cases where learners lack mature communication skills although they have mature ideas and thoughts. It refers to a fear of getting into real communication with others. According to McCroskey's (1978, p.176) definition, communication apprehension is an individual's level of fear or anxiety associated with either real or anticipated communication with other persons. In a foreign language classroom, language learners' oral tasks include not only learning a foreign language but also performing the language.

Therefore, communication apprehension in a foreign language context is different from that in other context. Oral

communication consists of two components, they are listening and speaking. Speaking is anxiety-provoking in foreign language activities (MacIntyre & Gardner, 1991c). Daly (1991) and Young (1986) in Chan and Wu (2004: 293) state that most students are particularly anxious when they have to speak a foreign language in front of their class. As to listening, it is a problem for language learners, too. Foreign language learners usually have difficulty understanding others. Because of the lack of control of oral communication, communication apprehension emerges (MacIntyre & Gardner, 1991d).

b. Test Anxiety

The second component, test anxiety, on the other hand, is an apprehension towards academic evaluation. It could be defined as a fear of failing in tests and an unpleasant experience held by learners in many situations. Sarason (1984, p.193-216) defined test anxiety as “the tendency to view with alarm the consequences of inadequate performance in an evaluative situation.” Test anxiety might occur when students have poor performance in the previous tests. Students develop a negative stereotype about tests and have irrational perceptions in evaluative situations. These students might have unpleasant test experience from either language class or other subjects, and they transplanted the unhappy image to the

present English class unconsciously (Chan & Wu, 2000 p.85-100).

Test-anxious students may have false beliefs in language learning. These students habitually put impractical demands on themselves and feel that anything less than a perfect test performance is a failure (Horwitz, Horwitz, & Cope, 1986: 128). Young (1991, p.427) claims test anxiety would affect foreign language learners with low levels of oral proficiency more than those with high levels of proficiency. On the other hand, learners experience more language anxiety in highly evaluative situations. Moreover, in an oral test, it is more complicated because it provokes both test anxiety and oral communication apprehension, so test-anxious learners will doubtlessly suffer stress and anxiety frequently.

As mentioned above, test anxiety is a type of performance anxiety deriving from a fear of failure and evaluative situations. Although it overlaps with other constructs of foreign language anxiety, test anxiety is relevant to academic context where performance evaluation is frequent.

c. Fear of Negative Evaluation

The last component of foreign language anxiety, fear of negative evaluation, is observed when foreign language learners feel incapable of making the proper social impression

and it is an apprehension towards evaluations by others and avoidance of evaluative situations. (Watson & Friend, 1969) in Chan and Wu (2004, p.293) defined fear of negative evaluation as ‘apprehension about others’ evaluations, distress over their negative evaluations, and the expectation that others would evaluate oneself negatively”.

Although it is similar to test anxiety, fear of negative evaluation is broader in scope because it is not restricted to test-taking situations. In addition to situations of tests, it may take place in any social, evaluative situation such as interviewing for a job or speaking in foreign language class. MacIntyre and Gardner (1991, p.513) propose that fear of negative evaluation is closely related to communication apprehension. When students are unsure of what they are saying, fear of negative evaluation occurs and they may doubt about their ability to make a proper impression.

In a foreign language context, negative evaluation derives mainly from both teachers and their peers because foreign languages require continual evaluation by the teacher and anxious students may also be intensely susceptible to the evaluations of their peers. Students with fear of negative evaluation might adopt the action of avoidance. Consequently, the students perform poorly in the language classroom settings.

Although anxiety could be facilitating or debilitating, it has greater negative effects on performance in the foreign language classroom than the positive one.

3. The type of anxiety

Anxiety has been categorized into three model, they are: trait anxiety, state anxiety, and situation-specific anxiety.

- a. Trait anxiety is a stable personality trait that will cause the person feel anxious in various situations.
- b. State anxiety is a temporary condition experienced at a certain time.
- c. Situation-specific anxiety is a trait occurring frequently in certain situations like tests or oral presentation.

Language learning anxiety falls into the category of situation-specific anxiety and is composed of communication apprehension, test anxiety, and fear of negative evaluation Rafieyan, V.,(2016, P.113). Their were three aspects of language anxiety such as: communication apprehension, test anxiety, and fear of negative evaluation. First, communication apprehension is someone fear and shyness if their communicated with other (Wu and Chan, 2004, p. 292). They will get difficult to understand what people are saying to make someone understand.

Second, test anxiety is students have poor performance especially in test. It means that test anxiety is related to someone

fear of test taking situation (Wu and Chan, 2004, p. 293). Mayer (2008, p. 77) said every student understands that taking a test mean she will be graded, judged, and compared to her classmates, and that performing will get negative consequence from her.

Third, fear negative evaluation is the apprehension about evaluation which may include avoidance of evaluative situation on the expectation. It means that the students are not sure of what they are said, they will feel fear of negative evaluation from others and also feel anxious because they do not want to look stupid in front of their teacher and their fear.

4. The effect of anxiety in learning

Anxiety has a very negative impact on the learners' speaking performance. According to MacIntry and Gardner (1991) suggest that anxiety cause many potential problem for the EFL students because it is can interfered with "the acquisition", retention and the production of new language. According to Goshi (2005) its study reports that there is a negative relationship between language anxiety and achievement so that the higher is anxiety the lower is performance. Krashen (1985) cite in DjaithImane (2016) was explained the anxiety is an obstacle that impedes and hinder the learners' progress, performance, and proficiency. Anxiety stands as one of the main influential factors for effective language learning. Anxiety students have been showed to be less likely to volunteer to

answer in the class and to be hesitant in expressing their ideas in the target language.

Furthermore, Likewise, Na (2007), and Spielmann and Radnofsky (2001) have explored FL anxiety among different EFL learners and have maintained that FL anxiety can generally impact negatively on learners' performance. In this sense, Levine (2003) reports that students who come from monolingual backgrounds also tend to feel more anxious than students who come from bi or multilingual backgrounds. Additionally, some researchers have assumed a positive role for language anxiety in terms of foreign language learning (Chastain, 1975; Kleinmann, 1977). In this sense, Bailey (1983) cite in Mahmoodzadeh (2012) suggests the benefit of anxiety in language learning. Bailey studied students' diaries to analyze their competitiveness and anxiety during a language class. The students' comments centered on four major themes:

- (1) Their reaction to the class,
- (2) Their preference for a democratic class,
- (3) Their need to succeed and to receive positive reinforcement,
- (4) Their competitiveness.

In general, their anxiety grew out of their apprehension of having to communicate, their concern about test, and their fear of negative evaluation. In the end, the study explained the positive

effects of competitiveness its mean of the formation of facilitative anxiety in learners.

5. Assessment

In this study the researcher used foreign language classroom anxiety scale (FLCAS) for gotten the data by students speaking anxiety. The researcher was adapted the questionnaire by Horwitz *et al.*'s (1986)

D. Strategy

1. The Nature of strategy

The definition of strategy by Kamus Besar Bahasa Indonesia or KBBI (1989) second edition, strategy is the science and art of using all the resource of Nations to carry out certain policies in war and peace. Which is directly to the nation of strategy in language teaching is a strategy that a careful plan of activities to achieve specific goals. In the contexts of teaching, according to Gagne (1974) cite by Deni (2017) strategy is a person's internal ability to think, solve problem, and make decisions. The means of learning process will cause students to think uniquely to analyze, solve problems in making decisions.

Learning means trying to gain intelligence or knowledge (KBBI, 1989). In simple language, learning is interpreted as towards a better direction in a systematic way. Brunner argued that the learning process consists of three stage they are information, transformation, and evaluation stages. Another learning theory put forward by Gagne cite in

Iskandarwassid (2011, p. 2) defines the learning process through careful analysis in a teaching contribution. Whereas, learning strategies are behavioral characteristics that are not observed or tangible steps that can be observed (Huda, 1999. Cite in Deni, 2017). According to Brown learning strategies related to processing, storage, and retrieval of language acquisition input.

Based on the conclusions of the scholars above, researcher can be concluded that the learner's strategy includes that activities or the use of techniques carried out by the teacher through planning, implementing activities to the evaluation stage, as well as follow-up programs that take place in educational situations to achieve certain goals, namely is teaching

2. The language learning strategies

All language learners use language strategies in their learning process. Learning strategies are commonly defined as the operations or processes which are consciously or unconsciously selected and employed by the learner to learn the target language or facilitate a language task by White (1999) cited in Hurd et.al (2008, p.9). Based on Chamot (1987) cited in Macaro (2001, p. 17) defines learning strategies as techniques approaches or deliberate actions that students take order to facilitate the learning and recall of both linguistic and content area information.

3. The type of language learning strategies

In this type of language learning strategies the data is grouped into several categories. In the tracking in various libraries, know to

classification made by expert of the various model classifications. According Oxford (1990) was divide language learning strategies in two categories strategies such as direct and indirect strategies. Direct strategies are strategies used directly and are concerned with a new language. Then, indirect strategies are used for general administration of learning.

From those two strategies have been identified by Oxford (1990) into six majors. Direct strategies are strategies used directly and are concerned with a new language. Direct strategies divide into three groups are memory strategies, cognitive strategies and compensation strategies. Then, indirect strategies are used for general administration of learning. Indirect strategies divide into three groups are metacognitive strategies, affective strategies and social strategies. (Oxford, 2003, p. 13-15).

a. Cognitive strategies

Cognitive strategies enable the learner to manipulate the language material in direct ways such as through reasoning, analysis, note-taking, summarizing, synthesizing, outlining, reorganizing information to develop stronger schema (knowledge structure), practicing in naturalistic setting, and practicing structure and sounds formally. The target language is manipulated or transformed by repeating, analyzing or summarizing. The four set I this group are practicing, receiving

and sending messages, analyzing and reasoning, and creating structure for input and output. Practicing is the most important in this group which can be achieved by repeating, working with sound and writing, and using patterns. The instruments for receiving and sending message are used when students try to find the main idea through skimming and scanning. Analyzing and reasoning are used to understand the meaning and expression of the target language.

b. Metacognitive strategies

Metacognitive strategies (e.g., identifying one's own learning style preferences and needs, planning for an L2 task, gathering and organizing materials, arranging a study space and schedule, monitoring mistakes, and evaluating task success, and evaluating the success of any type of learning strategy) are employed for managing the learning process overall. Among native English speakers learning foreign languages, Purpura (1990, P.16) found that metacognitive strategies had a significant, positive, direct effect on cognitive strategy use, providing clear evidence that metacognitive strategy use has an executive function over cognitive strategy use in task completion.

c. Memory related strategies

Memory related strategies help learners link one L2 item or concept with another but do not necessarily involve deep understanding. Various memory related strategies enable learners to learn and retrieve information in an orderly string (e.g., acronyms), while other techniques create learning and retrieval via sounds (e.g., rhyming), images (e.g., a mental picture of the word itself or the meaning of the word), a combination of sounds and image e.g., the keyword method), body movement (e.g., total physical response), mechanical means (e.g., flashcards), or location (e.g., on a page or blackboard) (see Oxford, 1990 for detail and multiple example).

d. Compensatory strategies

These strategies make up for the deficiency in grammar and vocabulary. Compensation strategies are also used in production when grammatical knowledge is incomplete. Compensatory strategies (e.g., guessing from the context in listening and reading: using synonyms and talking around the missing word to aid speaking and writing: and strictly for speaking, using gestures or pause word) help the learner make up for missing knowledge. Cohen (1998) asserted that compensatory strategies that are used for speaking and writing (often know as a form of communication strategies) are intended only for language use and must not be considered to be language learning strategies.

e. Affective strategies

Affective strategies, such as identifying one's mood and anxiety level, talking about feelings, rewarding oneself for good performance, and using deep breathing or positive self talk, have been shown to be significantly related to L2 proficiency in research by Dreyer and Oxford (1996) among South African EFL learners and by Oxford and Ehman (1995) among native English speakers learning foreign languages.

f. Social strategies

Social strategies are very important in learning a language because language is used in communication and communication occurs between people. These sets of strategies are included in this group: asking questions, cooperating with others, and empathizing with other. Social strategies (e.g., asking questions to get verification, asking for clarification of a confusing point, asking for help in doing a language task, talking with a native speaking conversation partner, and exploring cultural and social norms) help the learner work with others and understand the target culture as well as the language. Social strategies were significantly associated with L2 proficiency in studies by the South African EFL study by Dreyer and Oxford (1996) and the investigation of native English speaking foreign language

learners by Oxford and Ehrman (1995). The Oxford's language learning strategies classification as illustrated in table 2.1

Table 2.1 Oxford's Language Learning Strategies Classification

| NO | Direct Strategies | |
|----------------------------|--------------------------|--|
| 1 | Memory Strategies | <ul style="list-style-type: none"> - Creating mental link ages - Applying images and sounds - Reviewing well - Employing action |
| 2 | Cognitive Strategies | <ul style="list-style-type: none"> - Practicing - Receiving and sending messages - Analyzing and reasoning - Creating structure for input and output |
| 3 | Compensation strategies | <ul style="list-style-type: none"> - Guessing intelligently - Overcoming limitation in speaking and writing |
| Indirect strategies | | |
| 1 | Metacognitive strategies | <ul style="list-style-type: none"> - Creating your learning - Arranging and planning your learning |

| | | |
|----|----------------------|--|
| | | - Evaluation your learning |
| 2. | Affective strategies | - Lowering your anxiety - Encouraging yourself - Taking your emotional temperature |
| 3. | Social strategies | - Asking questions - Cooperating with others - Empathy with other |

4. Classification of speaking strategies

Based on the criteria of whether language learning strategies influence learning directly or indirectly by Oxford proposed the above table (table 2.1) which has been widely accepted up to now. The previous of classification only describing generally part of direct and indirect strategies. The following table further illustrates what each subcategory contains in speaking strategies.

Table 2.2 Classification Speaking Strategies

| Language learning strategies | Category | Subcategories Applying in Speaking Strategies |
|------------------------------|--------------------------|---|
| Memory Strategies | Creating mental linkages | Placing new words into a contexts |
| | Applying images | Representing sounds in |

| | | |
|--------------------------------|---|---|
| | and sounds | memory |
| | | |
| | Reviewing well | Structured reviewing |
| | Employing action | (None) |
| Cognitive strategies | Practicing | - Repeating - Formally practicing with sound and writing systems - Recombining - Practicing naturalistically |
| | Receiving and sending message | Using resources for receiving and sending message |
| | Analyzing and reasoning | Reasoning deductively Translating Transferring |
| | Creating structure for input and output | (None) |
| Compensation strategies | Guessing intelligently | (None) |

| | | |
|---------------------------------|--|--|
| | Overcoming limitations in speaking and writing | <ul style="list-style-type: none"> - Switching to the mother tongue - Getting help - Using mime or gesture - Selecting the topic - Adjusting or approximating the message - Coining words - Using a circumlocution or synonym |
| Metacognitive strategies | Centering your learning | <ul style="list-style-type: none"> - Over viewing and linking with already know material - Paying attention - Delaying speech production to focus on listening |
| | Arranging and planning your learning | <ul style="list-style-type: none"> - Finding out about language learning - Organizing - Setting goal and objectives |

| | | |
|-----------------------------|-----------------------------------|---|
| | | <ul style="list-style-type: none"> - Identifying the purpose of a language task - Planning for a language task - Seeking practice opportunities |
| | Evaluating your learning | <ul style="list-style-type: none"> - Self monitoring - Self evaluating |
| Affective strategies | Lowering your anxiety | <ul style="list-style-type: none"> - Using progressive relaxation, deep breathing or meditation - Using music - Using laughter |
| | Taking your emotional temperature | <ul style="list-style-type: none"> - Listening to your body - Using a checklist - Writing a language learning diary - Discussing your feeling with someone else |
| Social strategies | Asking questions | <ul style="list-style-type: none"> - Asking for correction |
| | Cooperating with others | <ul style="list-style-type: none"> - Cooperating with peers - Cooperating with proficient users of the |

| | | |
|--|---------------------|--|
| | | new language |
| | Empathy with others | - Developing cultural understanding - Become aware of others' thoughts and feelings |

The explanation of speaking learning strategies such as:

1. Placing new words into a context, this strategy involves placing new words or expression that have been heard or read into a meaningful context, such as spoken or written sentence as way remembering it.
2. Representing sound in memory, this strategy help learners remember what they hear by making auditory than visual representations of sound. This involves linking the new word with familiar words or sounds from any language: the new language one is own language or any other.
3. Structured was reviewing, the strategies especially useful for remembering new material in the target language. It entails reviewing at different intervals, at first close together and then increasingly far apart.
4. Repeating, although the strategy of repeating might not at first sound particularly creative, important and meaningful it can be used in highly innovative ways, is actually essential for all four

language skills and virtual always include some degree of meaningful understanding.

5. Formally practicing with sound and writing systems. This strategy can be extended to include not just listening but also speaking.
6. Tape or records assist this strategy well. Some tape arrangements allow learners to record themselves so they can hear and compare their own voice with a native speaker's voice.
7. Recognizing and using formula and patterns in target language greatly enhance the learner's comprehension and production.
8. Practicing naturalistically, this strategy of course centers on using the language for actual communication. Any the four skills or combinations, might be involved. In the speaking area, practicing naturalistically involves practice in speaking the language for realistic communication.
9. Speaking with other people in natural setting provides interactive, rapid, personal communication.
10. Using resources for receiving and sending message, this strategy involves using resources to find out the meaning of what is heard or read in the new language, or to produce message in new language.

11. Reasoning deductively, this strategy involves deriving hypotheses already the meaning of what is heard by means of general rules the learner already knows. Reasoning deductively is a common and very useful type of logical thinking.
12. Translating, translating can be a helpful strategy early in language learning, as long as it is used with care. It allows learners to use their own language as the basis for understanding what they hear or read in the new language. It also helps learner produce the new language in speech or writing.
13. Transferring, the last of the analyzing and reasoning strategies is transferring which mean directly applying previous knowledge to facilitate now knowledge in the target language.
14. Switching to the mother tongue, this strategy sometimes technically called “code switching,” is used for speaking and involves using the mother tongue for an expression without translating it.
15. Getting help, this strategy involves asking someone for help in a conversation by hesitating or explicitly asking for the missing expression. This strategy is somewhat similar to strategy of asking clarification or verification the difference is that in getting help, the learner wants the other person to

simply provide what the learner does not know, not explain or clarify.

16. Using mime or gesture, in this strategy the learner uses physical motion/ such as mime or gesture, in place of an expression during a conversation to indicate the meaning.

17. Avoiding communication partially or totally, this strategy involves avoiding communication when difficulties are anticipated or encountered. It includes a total avoidance in certain situations as when required to use persuasive skills or to compete with others for a turn to speak.

18. Selecting the topic, the learner chooses the topic of conversation. The reason for this is obvious, the learner wants to make sure that the topic is one in which they are interested and for which they possess needed vocabulary and structures.

19. Adjusting or approximating the message, this strategy is used to alter a message by omitting some items of information, making the ideas simpler or less precise or saying something slightly different that has similar meaning.

20. Coining words, this strategy means making up new words to communicate a concept for which the learner does not have the right vocabulary.

21. Over-viewing and linking with already known material, this strategy involves pre-reviewing the basic principles and or

material (including new vocabulary) for an upcoming language activity, and linking these what the learner already known.

22. Paying attention, this strategy involves two modes, directed attention and selective attention. Directed attention means deciding generally to pay attention to the task and avoid irrelevant destructor. In contrast, selective attention involves deciding in advance to notice particular details.
23. Delaying speech production to focus on listening, this strategy relates to listening and speaking rather than reading and writing. You do not have to teach or encourage this strategy, because many learners do automatically by postponing their speaking in the target language for hours, days, weeks, or possibly event months.
24. Finding out about language learning, this strategy means uncovering what is involved in language learning. Learner often do not know much about the mechanics of language learning, although such knowledge would make them more effective learners.
25. Organizing, this strategy includes a variety of tools, such as creating the best possible physical environment, scheduling well, and keeping a language learning notebook.
26. Setting goal and objectives, goal and objectives are expression of students is for language learning. Students

without aims are like a boat without rudder, they do not know where they are going, so they might never get there. Goal and objectives should be noted in the language learning notebook, along with deadlines for accomplishing them and indications to whether those deadlines were met.

27. Identifying the purpose of a language task, this strategy involves determining the task purpose and an act useful for all language skills. (However carrying out that purpose is the subject of various direct strategies, (such as analyzing expressions, guessing and practicing))
28. Planning for a language task. Regardless of the language skills involved, this strategy always involves identifying the general nature of the task, the specific requirements of the task, the resources available within the learner, and the need for further aids. These four steps can be illustrated for each of the language skills.
29. Seeking practice opportunities. Language learners must seek out and create opportunities to practice any and all of the four language skills. If students want to reach moderate to high proficiency, classroom time does not usually provide adequate practice opportunities.
30. Self monitoring. This strategy does not center as much on using the language as it does on students' conscious monitoring

that is notice and correct their own errors in any of the language skills.

31. Self evaluating. This strategy involves gauging either general language progress in any of the four skills. Global impression are of then faulty, and the more specific the learner is in self evaluating, the more accurate the evaluation.
32. Using progressive relaxation, deep breathing or meditation. These techniques are all effective anxiety reducers, according to scientific bio-feedback research.
33. Using music. This strategy is useful before any stressful language task. Five or ten minutes of soothing music can calm learners and put them in a more positive mood for learning.
34. Using laughter. Laughter is the best medicine, as the saying goes. The use of laughter is potentially able to cause important biochemical change to en chance the immune system, so many hospitals are now using “laughter therapy” to help patients relax. Language learners, too, can benefit from laughter anxiety-reducing powers.
35. Making positive statements. Demonstrate the kinds of positive statements your students can privately make to themselves. When used before or during a language activity, positive statements are for self encouragement.

36. Taking risks wisely. This strategy involves a conscious decision to take reasonable risk regardless of the possibility of making mistake or encourage difficulties. It also suggestion the need to carry out this decision in action that is, employing direct strategies to use the language despite fear failure.
37. Rewarding yourself. Some of the most potent and useful rewards come from within the learners themselves. Therefore, learners need to discover how to reward themselves for good work in language learning.
38. Listening to your body. One of the simplest but most often ignored strategies for emotional self-assessment is paying attention to what the body says. Performance in all four skills is affected by learner physical state.
39. Using a checklist. A checklist helps learner in a more structured way to ask themselves questions about their own emotional state, both in general and in regard to specific language task and skills. Learner can use checklist every day to assess their feelings and attitudes about language learning.
40. Writing a language learning diary. Language learning diaries are narratives describing the learner feelings, attitudes, and perceptions about the language process.
41. Discussing your feeling with someone else. Discussing of feelings can also take place outsides of class with a friend, a

parent, a counselor, or a native speaker of the language. Encourage students to express their feelings about the language learning process and discover what they need to be better learners.

42. Asking for correction. In a spoken conversation, learning can ask the other person for correction of important problems that is, those which cause confusion or offense.

43. Cooperating with peer. This strategy involves a concerted effort to work together with other learners on an activity with a common goal or reward. Games, simulations, and other active exercises challenge students to develop their ability to cooperate with peers while using a variety of language skills.

44. Cooperating with proficient users of the new language. When used for listening and speaking, this strategy involves taking specific steps to enhance communication with a proficient user of the new language.

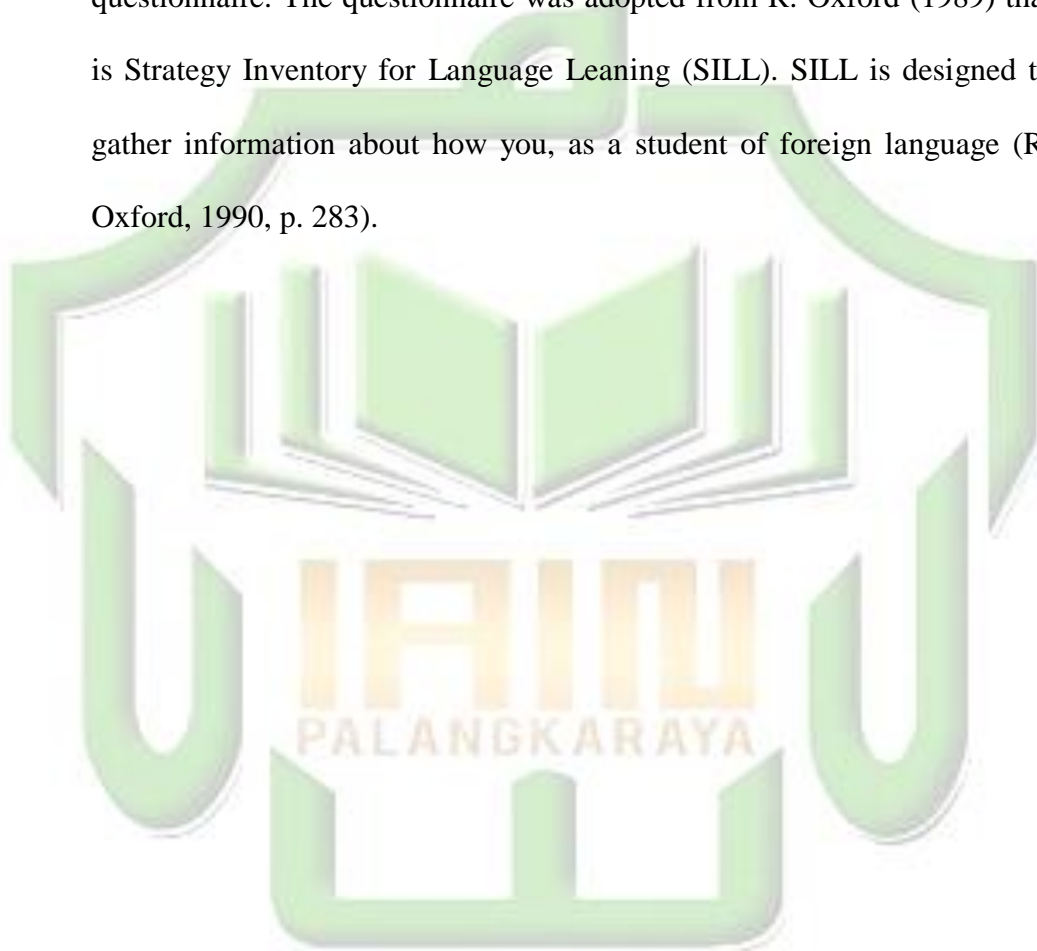
45. Developing cultural understanding. Background knowledge of the new culture often helps learners understand better what is heard or read in the new language.

46. Developing aware of others' thoughts and feelings. Learner can purposefully become aware of fluctuations in the thoughts and feelings of particular people who use the new language. Such as awareness brings learners closer to the people they

encounter, helps them understand more clearly what is communicated, and suggests what to say and do.

5. Assessment

In this study the researchers desired to know their speaking strategies by student, and the method to found this result use questionnaire. The questionnaire was adopted from R. Oxford (1989) that is Strategy Inventory for Language Learning (SILL). SILL is designed to gather information about how you, as a student of foreign language (R. Oxford, 1990, p. 283).



CHAPTER III

RESEARCH METODOLOGY

Research Methodology consists of research design, population and sample, research instrument, data collection procedure, and data analysis procedure.

A. Research Design

The research design of this study is quantitative approach. According Aliga and Gunderson (2014) based on Daniel Muji's book, explain that "quantitative research is explaining phenomena by collecting numerical data that are analysed using mathematically based methods (in particular statistic). The type of this research is correlation research design. This research used correlation research because correlation study described the degree two or more variables are related.

The Correlation research is one of descriptive research design use to measure that correlation between two or more continuous variables. "The correlation is indicated by correlation coefficient represented with number from 0 to 1 showing the degree of the correlation, indicated with (-) showing negative correlation and (+) showing positive correlation" (Adnan, L., 2014, p.111). There are two possible result of a correlation study:

1. Positive correlation: Both variables increase or decrease at same time. A correlation coefficient close to +1.00 indicates a strong positive correlation.
2. Negative correlation: Indicated that amount of one variable increase, the other decreases (and vice versa). A correlation coefficient close to -1.00 indicated a strong negative correlation.

3. Zero correlation: Indicated any relationship between the two variables. A correlation coefficient of indicates no correlation.

According to Ary (2010, p. 123) to expressed that a scatterplot outlines the course of the relationship between the variables. A scatterplot with dabs going from lower cleared out to right indicates a positive correlation. One with dabs going from upper cleared out to lower right indicates a negative correlation.

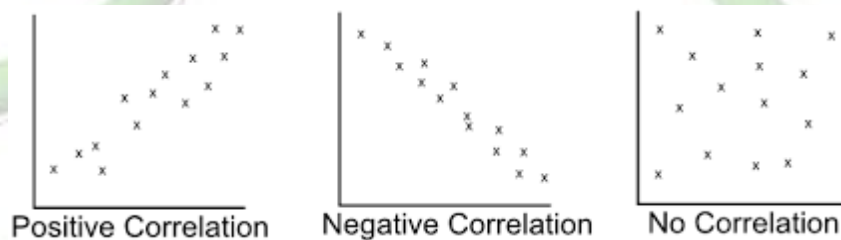


Figure 3.1 The Scatterplots

Table 3.1 show the interpretation of correlation by Sujiyono (2007, p. 193).

Table 3.1 interpretation correlations .

| Correlation the Amount of "r" product moment | Interpretation |
|--|---|
| 0.00 - 0.20 | There is correlation between variable X and variable Y, yet is very low so that is regerded there is not correlation. |
| 0.20 - 0.40 | There is low correlation between variables X and variable Y. |
| 0.40 - 0.70 | There is average/moderate correlation |

| | |
|-------------|--|
| | between variable X and variable Y. |
| 0.70 - 0.90 | There is high/strong correlation between variable X and variable Y. |
| 0.90 - 1.00 | There is very high/strong correlation between variable X and variable Y. |

B. Place and Time

The study took place in the seventh semester students of English Education study Program at IAIN Palangka Raya. Because seventh semester students of English Education Study Program at IAIN Palangka Raya have already passed speaking subject. This study conducted six month.

C. Variable of the study

In this research there are continuous variables. They are consist of speaking anxiety and speaking strategy (X = using speaking anxiety and Y = using speaking strategy)

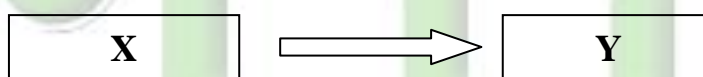


Figure. 3.1 variable of the study

Where :

X = speaking anxiety

Y = speaking strategy

D. Population and sample

1. Population

A population is a group individual who have the same characteristic (Cresswe, 2012, p. 141). The population of this research was seventh semester students of TBI IAIN Palangka Raya in academic year 2017. The researcher interested in choosing TBI in the seventh semester, but the researcher have taken the data when were still at third semester. Then the total population of seventh semester students of English Education Program at IAIN Palangka Raya in academic year 2017 was 68 students. According to Borg (2014), target population in educational research usually is defined as “all the members of a real or hypothetical set of people, events, or subject to which educational researcher wish to generalize the result of the research of the research

2. Sample

The sample of the research was the whole population of English students at seventh IAIN Palangka Raya. According to Suharsimin Arikunto, sample is part of population which has same characteristics. There are two ways in selecting a sample. First, if the population is less 100, all population can be sampled. Second, if the population is over 100, the researcher can take 10%-15% or 20%-25% from all population as a sample (Arikunto, 2002. 134)

So, the samples of this study were students taken from all of population of the fifth semester students of English Education Program at IAIN Palangka

Raya in academic year 2017. Based on students' attendance, there were 68 students who become the sample of this study.

Table 3.2 Sampel of Research

| ACADEMIC YEAR | CLASS | TOTAL |
|---------------|-------|-------|
| 2017 | A | 24 |
| | B | 23 |
| | C | 21 |
| TOTAL | | 68 |

From Staff Of English Department of IAIN Palangka Raya.

E. Research Instruments

Research instruments are tools that used to collect data. The research instruments that was used to collect data in this research are described the here in. The purpose of this study was to know the relationship between two variables they are student speaking anxiety and speaking strategy. To get the needed data researcher was used some instruments, such as a questionnaire.

The instruments of this study the researcher used *Foreign Language Classroom Anxiety Scale (FLCAS)* for getting the data of speaking anxiety, and *Strategy Inventory for Language Learning (SILL)* for getting data of speaking strategy.

1. Type of Research Instrument

There were two kinds of research instruments such as speaking anxiety questionnaire, and speaking strategies questionnaire.

a. Speaking Anxiety and Speaking Strategies Questionnaire

According to Creswell (2011, p. 3) a questionnaire is a data collected instrument consistent with a series of question and other prompts to gather information from respondents. Therefore, from the questionnaire, we can know the basic data of respondents. In this study the questionnaire was also have functions to select the students who include the TBI seventh semester. It was help researcher to know who the sample of the data. The researcher used a questionnaire to get the data related to the students speaking anxiety and speaking strategy questionnaire that questionnaire are adopted from Horwitz (1989) and Oxford (1989).

Table 3.3 questionnaire scoring rubrics

| Category formats | Interpretation |
|---|----------------|
| $X > \text{mean} - \text{SD}$ | High |
| $\text{Mean} - \text{SD} \leq x \leq \text{mean} + \text{SD}$ | Moderate |
| $X < \text{mean} - \text{SD}$ | Low |

Means:

$X = \text{Subject Score}$

Mean = Average

SD = Standard Deviation

The questionnaire can be seen in table 3.4.

Table 3.4 Likert Scale Category

| The Answer | Favorable score | Unfavorable score |
|----------------------------|-----------------|-------------------|
| Strongly agree | 5 | 1 |
| Agree | 4 | 2 |
| Neither agree nor disagree | 3 | 3 |
| Disagree | 2 | 4 |
| Strongly disagree | 1 | 5 |

(Source: Sugiyono, 2010: 94)

F. Research Instruments Validity

According to Ranjit Kumar (2011), in terms of measurement procedures, therefore, validity is the ability of an instrument to measure what it is designed to measure: he assumes based on Smith states, “Validity is defined as the degree to which the researcher has measured what he has set out to measure.” And based on Kerlinger (2011), the commonest definition of validity is epitomised by the question: Are we measuring what we think we are measuring Babbie writes, validity refers to the extent to which an empirical measure adequately reflects the real meaning of the concept under consideration’.

To measure the validity of the research instrument, the researcher used the product moment formula by Karl Pearson follows;

$$r_{xy} = \frac{N\Sigma XY - (\Sigma X)(\Sigma Y)}{\sqrt{\{N \Sigma X^2 - (\Sigma X)^2\} \{N \Sigma Y^2 - (\Sigma Y)^2\}}}$$

If $r_h > r_t$, it means that the research instrument valid.

There are several types of validity:

a. Face Validity

It 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. Face validity ensures that the test item look right to other testers, teacher, indicators, and test (Heaton, 1974, p.152). Validity defined as the extent to which instrument measure what it claimed to measure.

Face validity is establishment of a logical link with an objective in each question or item on research instrument which must had. It is equally important that the items and questions cover the full range of the issue or attitude being measured. In this research, the researcher used face validity to the extent to which examinees believe the instrument is measuring what it is supposed to measure. Foreign Language Classroom Anxiety Scale (FLCAS) and Strategy Inventory for Language Learning (SILL) questionnaire instrument used to measure the speaking. It relates with the students' Speaking Anxiety and Speaking Strategy there use.

b. Content Validity

Assessment of the items of an instrument in this respect is called content validity. In addition, the coverage of the issue or attitude should be balanced; that is, each aspect should have similar and adequate representation in the questions or items. Content validity is also judged

on the basis of the extent to which statements or questions represent the issue they are supposed to measure (Ranjit Kumar, 2011:167).

The content validity used to measure how valid the instruments used to know “are the items in the speaking test and the questionnaire of students’ speaking anxiety and speaking strategy”. The researcher was make questionnaires who was be tasted for validity using the independent test product moment on SPSS and questionnaire was be conducted. It is especially important for achievement test, it is also a concern for other types of measuring instruments, such as personality aptitude measures. Content validity demands appropriateness between the ability to be measured and the test being used to measure it.

In the present study, language learning strategies consist of 33 items and divides into 6 sub-contents, see the following:

Table 3.5 Questionnaire Items.

| | | |
|--------|--------------------------|--------------|
| Part A | Memory strategies | Number 1-3 |
| Part B | Cognitive strategies | Number 4-11 |
| Part C | Compensation strategies | Number 12-14 |
| Part D | Metacognitive strategies | Number 15-23 |
| Part E | Affective strategies | Number 24-29 |
| Part F | Social strategies | Number 30-33 |

c. Construct Validity

Construct validity is a slightly more complex issue relating to the internal structure of an instrument and the concept it is measuring (Daniel Mujis, 2004:68). In this research, the researcher used construct validity to measure how valid the instruments used to know “are the questionnaire instruments used have been valid to measure the relation between speaking anxiety and speaking strategy in speaking theory.

G. Research Instruments Reliability

Based on some language testing experts, Latief (2014) assumed that “reliability as referring to consistency of the scores resulted from the assessment.” Consistency is an important indicator for reliability, meaning that if an assessment result is (or the test scores are) consistent from one assessment to another, then the assessment result has (or the test scores have) high reliability. This research instruments reliability used to measure how reliable the items of questionnaire about student’s speaking anxiety and speaking strategy. To measure the research instruments reliability, the researcher used the *cronbachalpha* formula follows,

$$r_{11} = \left[\frac{k}{(k - 1)} \right] \left[1 - \frac{M(k - M)}{kVt} \right]$$

In which:

r_{11} = Instrument Reliability

k = number of items on the test

M = mean total of the score

Vt = variance of score on the total test.
$$Vt = \frac{(\sum x^2) - \frac{(\sum x)^2}{N}}$$

Vt = variance of score on the total test.

$(\sum x^2)$ = sum of the squared scores

$(\sum x)^2$ = sum of X

H. Data Collection Procedures

The collection procedures are:

1. The researcher decided the population and sample of the research. They are the seventh semester English Department students at IAIN Palangkaraya in academic year 2017 who take speaking activities group class. But the researcher was taken the data when they are at third semester.
2. To measure how far extent their anxiety, the researcher use the questionnaire.
3. And then, to measure how far their speaking strategy, the researcher used speaking strategies questionnaire to. To take the students' speaking scores, the researcher made cooperation with the lecturer in speaking class.
4. From some data that gotten, the researcher started to sum and make them in numeric data to process more, search the correlation between two variables, students' speaking anxiety and their speaking strategy based on the questionnaire and their speaking test score using M.S. Excel or SPSS.

I. Data Analysis Procedures

Calculate the data by used Pearson Product Moment formula. The formula can be seen below:

$$r_{xy} = \frac{N\Sigma XY - (\Sigma X)(\Sigma Y)}{\sqrt{\{N \Sigma X^2 - (\Sigma X)^2\} \{N \Sigma Y^2 - (\Sigma Y)^2\}}}$$

Where:

N = Number of x and y data pairs

X = Total of the number of variables x

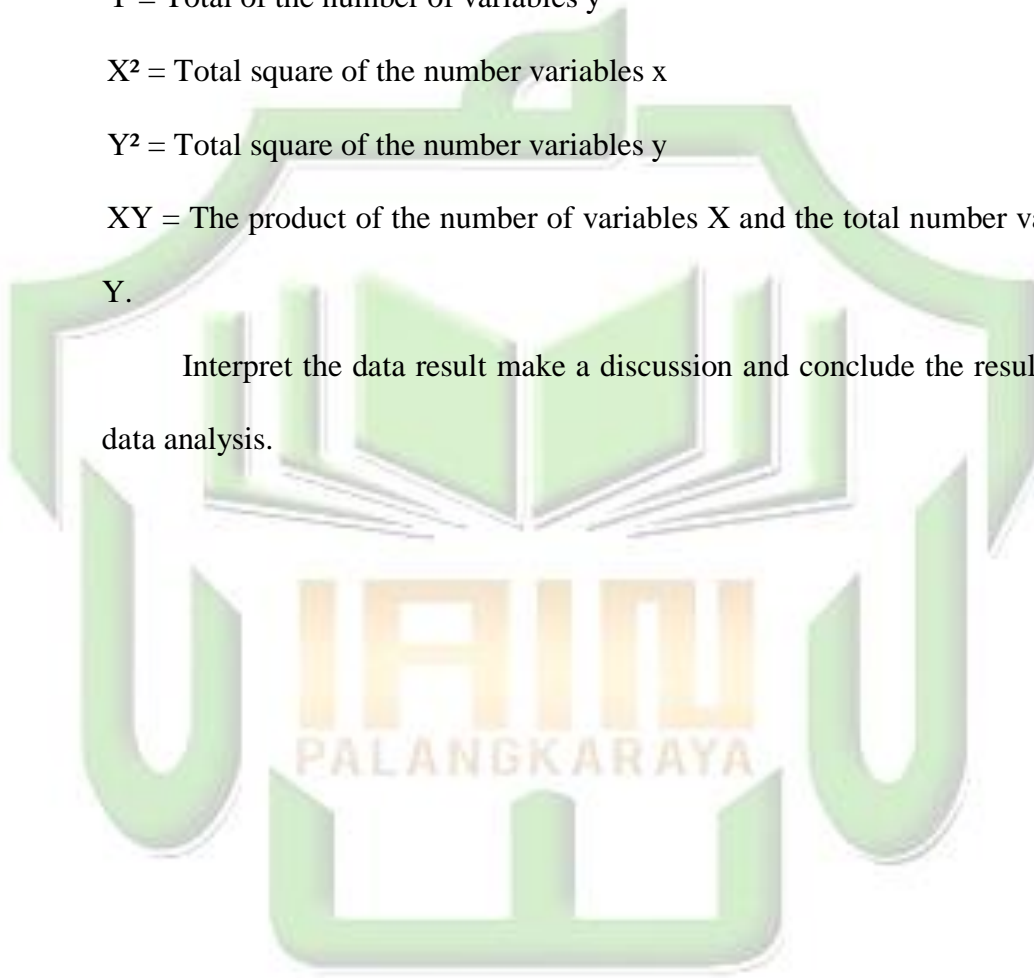
Y = Total of the number of variables y

X² = Total square of the number variables x

Y² = Total square of the number variables y

XY = The product of the number of variables X and the total number variables Y.

Interpret the data result make a discussion and conclude the result of the data analysis.



CHAPTER IV

RESULT OF THE STUDY

In this chapter, the researcher will presents the data which had been collected from the research in the field of study which consists of description of the data, result of data analysis, and discussion.

A. Data Presentation

In this research the researcher used Quantitative approach to collect data from the students. In this method, the researcher only used one steps to collect the data that is questionnaire. Questionnaire is one of written questions use get to information from respondent. According to Arikunto in Yuliana (2014), there two kinds of questionnaire based on the way in answering. There is opened questionnaire.

Opened questionnaire give opportunities to that the respondents to answer the questions using their own word, but close questionnaire serve the answer than the respondents just need to choice one of the available options. The researcher got the data or information by opened questionnaire sheet. The questionnaire adapted from item on Investigating Foreign Language Speaking Anxiety (FCLAS) and Strategy Inventor for Learning (SILL) Based on the explanations researcher got the data from opened questionnaire because why, researcher only to know the students knowledge about anxiety and how overcome their anxiety problems by understanding the correct speaking strategy.

For the result of the questionnaire, the researcher sum the likert score of each respondent answer to know the level of their Anxiety.

1. The result of speaking anxiety of Foreign Language

The result of speaking anxiety, see the table:

Table 4.1 The Result of FLACS scores

| Code | Speaking Anxiety (X) | X^2 | Category |
|------|----------------------|-------|----------|
| E1 | 4 | 16 | High |
| E2 | 4 | 16 | High |
| E3 | 3 | 9 | Medium |
| E4 | 4 | 16 | High |
| E5 | 4 | 16 | High |
| E6 | 3 | 9 | Medium |
| E7 | 3 | 9 | Medium |
| E8 | 4 | 16 | High |
| E9 | 3 | 9 | Medium |
| E10 | 4 | 16 | High |
| E11 | 5 | 25 | High |
| E12 | 4 | 16 | High |
| E13 | 4 | 16 | High |
| E14 | 3 | 9 | Medium |
| E15 | 3 | 9 | Medium |
| E16 | 4 | 16 | High |
| E17 | 3 | 9 | Medium |
| E18 | 5 | 25 | High |
| E19 | 4 | 16 | High |
| E20 | 3 | 9 | Medium |
| E21 | 3 | 9 | Medium |
| E22 | 3 | 9 | Medium |
| E23 | 3 | 9 | Medium |
| E24 | 3 | 9 | Medium |
| E25 | 3 | 9 | Medium |
| E26 | 3 | 9 | Medium |
| E27 | 3 | 9 | Medium |
| E28 | 3 | 9 | Medium |
| E29 | 4 | 16 | High |
| E30 | 4 | 16 | High |
| E31 | 3 | 9 | Medium |
| E32 | 4 | 16 | High |

| | | | |
|--------------|------|-----|--------|
| E33 | 4 | 16 | High |
| E34 | 3 | 9 | Medium |
| E35 | 3 | 9 | Medium |
| E36 | 3 | 9 | Medium |
| E37 | 3 | 9 | Medium |
| E38 | 4 | 16 | Medium |
| E39 | 3 | 9 | Medium |
| E40 | 2 | 4 | Low |
| E41 | 4 | 16 | High |
| E42 | 4 | 16 | High |
| E43 | 4 | 16 | High |
| E44 | 3 | 9 | Medium |
| E45 | 4 | 16 | High |
| E46 | 3 | 9 | Medium |
| E47 | 4 | 16 | High |
| E48 | 4 | 16 | High |
| E49 | 3 | 9 | Medium |
| E50 | 3 | 9 | Medium |
| E51 | 4 | 16 | High |
| E52 | 4 | 16 | High |
| E53 | 4 | 16 | High |
| E54 | 4 | 16 | High |
| E55 | 3 | 9 | Medium |
| E56 | 3 | 9 | Medium |
| E57 | 3 | 9 | Medium |
| E58 | 3 | 9 | Medium |
| E59 | 4 | 16 | High |
| E60 | 3 | 9 | Medium |
| E61 | 3 | 9 | Medium |
| E62 | 4 | 16 | High |
| E63 | 3 | 9 | Medium |
| E64 | 4 | 16 | High |
| Sum | 223 | 799 | |
| High score | 5 | | |
| Lowest score | 2 | | |
| Mean | 3 | | |
| SD | 0,59 | | |

Based on the calculation variable X was found $\Sigma X = 223$ and $\Sigma X^2 = 799$. Based on the data above, it is known that the highest score was 5 and the lowest score was 2 and the students "FLCAS" strategy use ia at **medium** category. The classification of the students" scores can be seen in the table below.

Table 4.2 Distribution and Presentations of Students' FLCAS Scores

| Category | Statement | Average | Frequency | Percentage |
|----------|------------------------|------------|-----------|------------|
| | Always or Almost | 4.5 to 5.0 | 2 | 3.13 % |
| High | Usually Used | 3.5 to 4.4 | 2 | 43.75 % |
| Medium | Sometimes | 2.5 to 3.4 | 3 | 51.56 % |
| Low | Generally Not | 1.5 to 2.4 | 1 | 1.56 % |
| | Never or Almost | 1.0 to 1.4 | 0 | 0 % |
| | | Total | 6 | 100 % |

Based on the calculation there were thirty students who acquired **high** scores, thirty three students who acquired **medium** scores and one student who acquired **low** scores.

After scoring process, it made several groups of the data in some levels on predicate of score then making percentage by using formula:

$$S = n/N \times 100$$

Where :

S : Students Score

n : The number of students who got score in a level

N : Total of the students

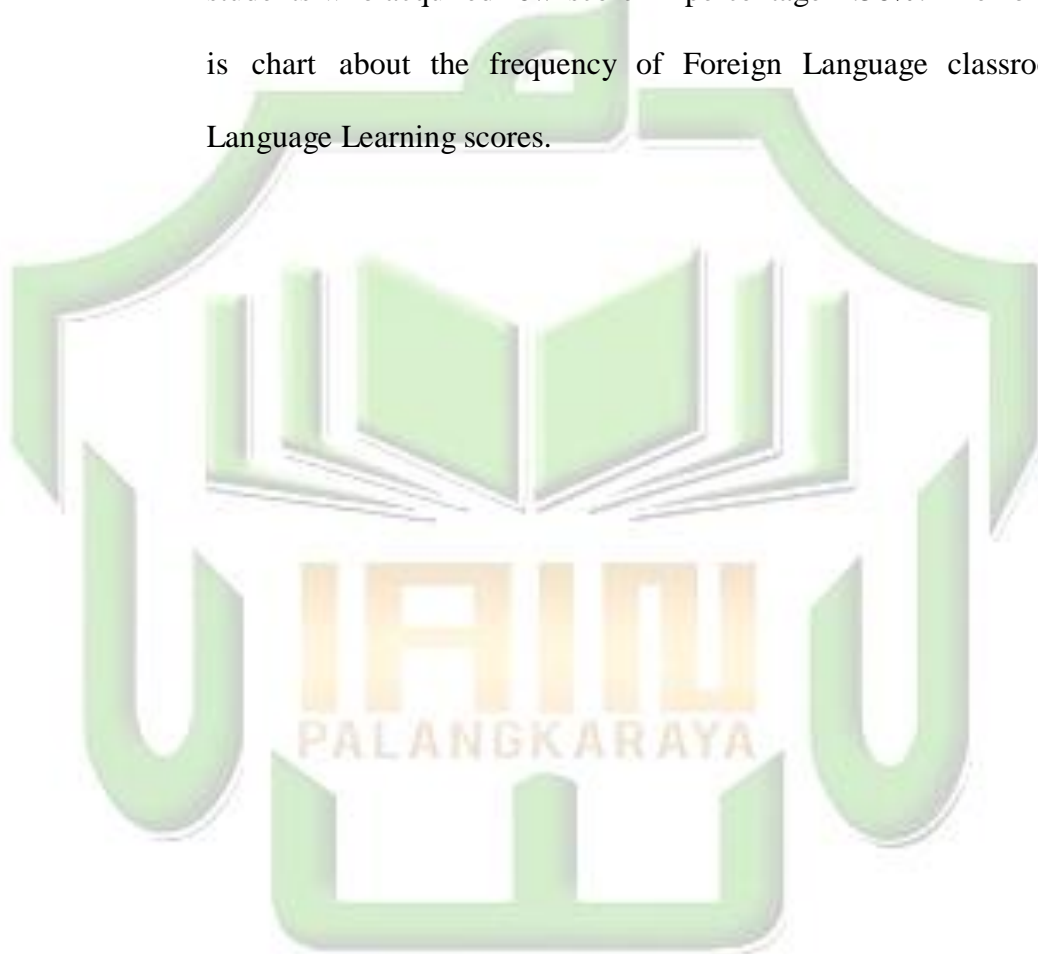
Table 4.3

Calculation of Distribution Frequency and Presentation

Students' FLCAS Score

| No | Category | Frequency | Percentage |
|----|----------|-----------|------------|
| 1 | High | 30 | 46.87% |
| 2 | Medium | 33 | 51.56% |
| 3 | Low | 1 | 1.56% |
| 4 | Total | 64 | 100% |

Based on the data above, it can be explained that there were 30 students who acquired **high** score in percentage 48.43%, 33 students who acquired **medium** score in percentage 51.56%, and 1 students who acquired **low** score in percentage 1.56%. The following is chart about the frequency of Foreign Language classroom of Language Learning scores.



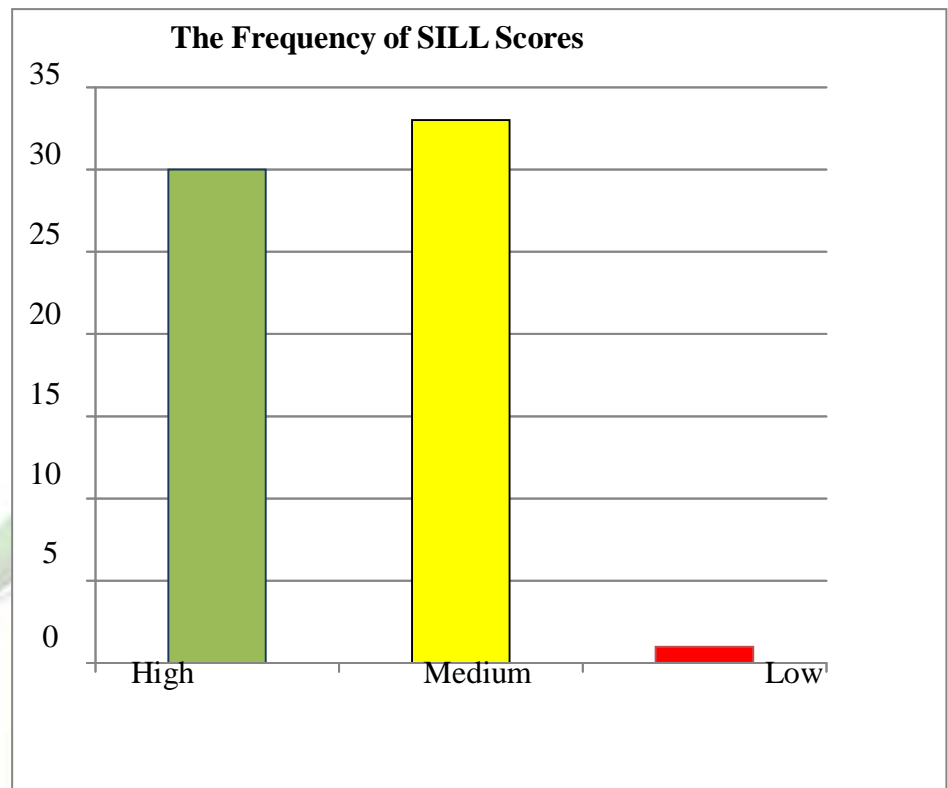


Figure 4.1

From the chart above, can be seen that the highest frequency SILL scores is at the medium level, after that followed by the high level, then the lower scores is at low the level. This chart showed that most of students have already used strategies in learning a language, especially in learning speaking.

2. The Average of The Strategies Scores

To find the average of the students flash scores, it used the formula as follow:

$$M = \Sigma X / N$$

Where :

M = Mean

ΣX = the sum of scores

N = number of the students

It is known

that : M = 3

$\Sigma X = 223$

N = 64

As the calculation above, the average Foreign Language Classroom Anxiety Scale scores of the students was 3. Based on the valuation scale used in IAIN Palangka Raya, the average FLCAS scores of the students" was in *medium* criteria. Its mean that most of seventh semester students of English Education in IAIN Palangka Raya students have already used speaking strategies. The speaking strategies was in **medium** criteria.

3. Result of Speaking Strategies

In this study the research studied about the correlation between speaking Anxiety and speaking Strategies by students seventh semester of English Education at IAIN Palangka Raya. In this case the result of students" speaking test for measure the speaking mastery is taken from students score in speaking Anxiety and speaking Strategies.

Table 4.4 The Result of Speaking strategies Score

| No | Participant | Speaking Scores (Y) | Conversion | Category |
|----|-------------|---------------------|------------|-----------|
| 1 | E1 | 67.4 | 2 | Poor |
| 2 | E2 | 72 | 3 | Fai |
| 3 | E3 | 81.5 | 4 | Very Good |
| 4 | E4 | 82.9 | 4 | Very Good |
| 5 | E5 | 76.5 | 3 | Fai |
| 5 | E6 | 75 | 3 | Fai |
| 6 | E6 | 75 | 3 | Fai |
| 7 | E7 | 68,8 | 2 | Po |
| 8 | E8 | 68.2 | 2 | Po |
| 9 | E9 | 78.2 | 3 | Fai |
| 10 | E10 | 68.4 | 2 | Poor |
| 11 | E11 | 73.4 | 3 | Fair |
| 12 | E12 | 78.2 | 3 | Fair |
| 13 | E13 | 80 | 4 | Very |
| 14 | E14 | 68.2 | 2 | Poor |
| 15 | E15 | 68.4 | 2 | Poor |
| 16 | E16 | 76.5 | 3 | Fair |
| 17 | E17 | 68.8 | 2 | Poor |
| 18 | E18 | 74.8 | 3 | Fair |
| 19 | E19 | 84.1 | 4 | Very |
| 20 | E20 | 80.8 | 4 | Very |
| 21 | E21 | 73.2 | 3 | Fair |
| 22 | E22 | 73.8 | 3 | Fair |
| 23 | E23 | 71.5 | 3 | Fair |
| 24 | E24 | 76.4 | 3 | Fair |
| 25 | E25 | 78.8 | 3 | Fair |
| 26 | E26 | 67 | 2 | Poor |
| 27 | E27 | 80.1 | 4 | Very |
| 28 | E28 | 81.1 | 4 | Very |
| 29 | E29 | 80.1 | 4 | Very |
| 30 | E30 | 73.8 | 3 | Fair |

| | | | | |
|----|-----|------|---|-----------|
| 31 | E31 | 77.9 | 3 | Fair |
| 32 | E32 | 73.4 | 3 | Fair |
| 33 | E33 | 79.1 | 3 | Fair |
| 34 | E34 | 77.9 | 3 | Fair |
| 35 | E35 | 68.7 | 2 | Poor |
| 36 | E36 | 80.8 | 4 | Very |
| 37 | E37 | 76.5 | 3 | Fair |
| 38 | E38 | 76.5 | 3 | Fair |
| 39 | E39 | 80.9 | 4 | Very |
| 40 | E40 | 65.6 | 2 | Poor |
| 41 | E41 | 66.8 | 2 | Poor |
| 42 | E42 | 74.1 | 3 | Fai |
| 43 | E43 | 76.7 | 3 | Fai |
| 44 | E44 | 74.3 | 3 | Fai |
| 45 | E45 | 74.3 | 3 | Fai |
| 46 | E46 | 79.1 | 3 | Fai |
| 47 | E47 | 81.5 | 4 | Very Good |
| 48 | E48 | 78 | 3 | Fai |
| 49 | E49 | 68.2 | 2 | Poor |
| 50 | E50 | 71.1 | 3 | Fair |
| 51 | E51 | 80.6 | 4 | Very |
| 52 | E52 | 68.8 | 2 | Poor |
| 53 | E53 | 68.8 | 2 | Poor |
| 54 | E54 | 77.6 | 3 | Fair |
| 55 | E55 | 76.5 | 3 | Fair |
| 56 | E56 | 70.2 | 3 | Fair |
| 57 | E57 | 79.1 | 3 | Fair |
| 58 | E58 | 75 | 3 | Fair |
| 59 | E59 | 81.5 | 4 | Very |

| | | | | |
|----|---------------------------|--------|-----|-----------|
| 60 | E60 | 71.5 | 3 | Fair |
| 61 | E61 | 66.7 | 2 | Poor |
| 62 | E62 | 80 | 4 | Very Good |
| 63 | E63 | 70.1 | 3 | Fair |
| 64 | E64 | 66.4 | 2 | Poor |
| | Sum | 4781.9 | 190 | |
| | Highest Score | 84.1 | | |
| | Lowest Score | 65.6 | | |
| | Average | 74.72 | | |
| | Standard Deviation | 5.077 | | |

By the result, the writer obtained the mean score and standard deviation. From all participants (N=64) the result show the mean score of speaking test (Y) = 74.72, sd = 5.077. It means that the students' speaking strategies is at the **fair** category.

Table 4.5 Percentage Frequency of Speaking Anxiety and Speaking Strategies Score

| No | Category (Conversion) | Class Boundaries | Frequency | Percentage |
|----|-----------------------|------------------|-----------|------------|
| 1 | Very Good (4) | 80-90 | 14 | 21.87% |
| 2 | Fair (3) | 70-79 | 34 | 53.12% |
| 3 | Poor (2) | 60-69 | 16 | 25% |

The table told there are three level of students' speaking score, they are **high** score (80-90), **medium** score (70-79), and **low** score (60-69). From the table, it can be seen that 14 students (21.87%) whose score at **high** level, 34 students (53.12%) for **medium** level, and 16 students (25%) for **low** level. The highest number come in **medium** level. It can be concluded that the level of speaking mastery of fifth semester students of English Education at IAIN Palangka Raya was in **medium** level. The following is chart about the frequency of Speaking for Formal Setting Subject Score.

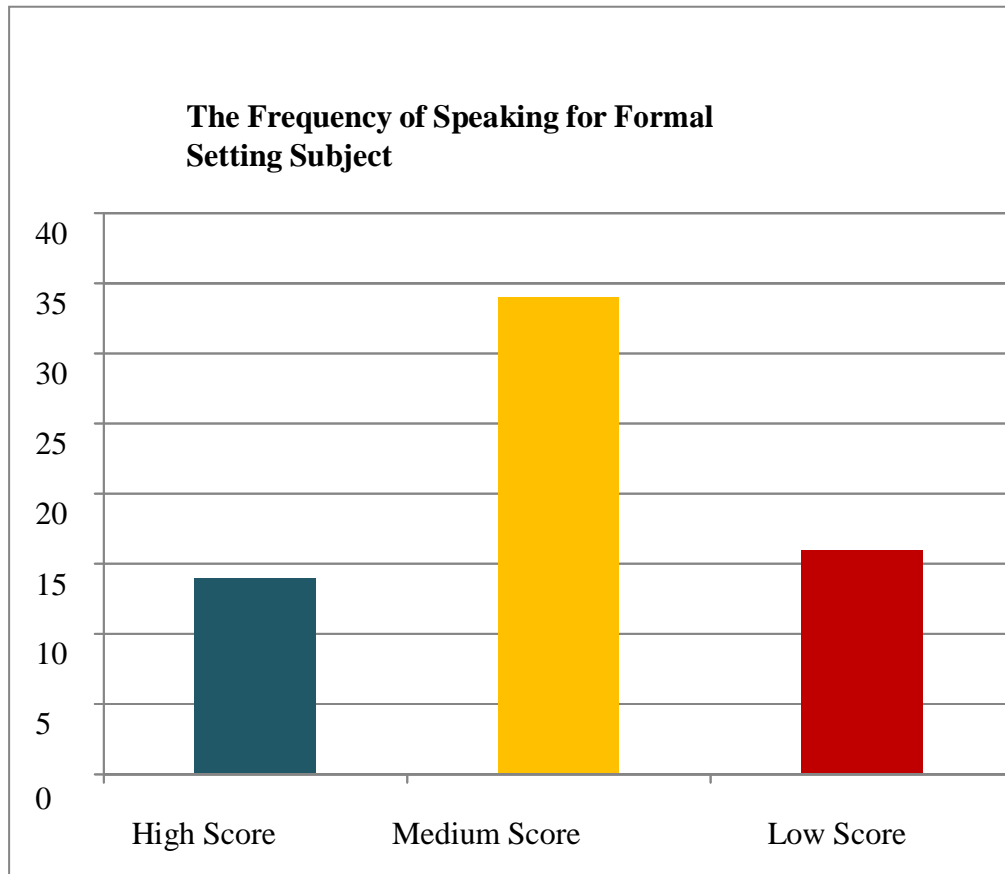


Figure 4.2

Based on the chart above can be seen that most of students' score was in medium score. As the calculation above, the average of students' speaking score was 74.72. Based on the category, 74.72 included in fair category. It means that the speaking strategies score in formal setting subject at IAIN Palangka Raya was in **fair** criteria.

B. Research Findings

1. Normality Test

In this study, the researcher used Kolmogorov-Smirnov Test to test normality. It is used to know the normality of the data that is going to be analyzed whether both groups have normal distribution or not. Because of that, the normality test used SPSS 22 to measure the normality of the data. Which can be seen as followed:

Table 4.6 One-Sample Kolmogorov-Smirnov Test

| | | | Unstandardized Residuals |
|----------------------------------|--|--|--------------------------|
| N | | | 64 |
| Normal Parameters ^{a,b} | | | .0000000 |
| Mean | | | .68471524 |
| Std. Deviation | | | .225 |
| Most Extreme Differences | | | .225 |
| Absolute | | | -.196 |
| Positive | | | .225 |
| | | | .000 ^c |

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction

The criteria of the normality test is if the value of (probability value/critical value) is higher than or equal to the level of significance alpha defined ($r > a$), it means that the distribution is normal. Based on the calculation using SPSS 22 Program, it could be concluded that the data was normality distributed.

2. Homogeneity Test

Table 4.7

Homogeneity Test Using SPSS 22

Test of Homogeneity of Variances

| Levene Statistic | df1 | df2 | Sig. |
|---------------------|-----|-----|------|
| .856 | 1 | 126 | .357 |

The criteria of the homogeneity test is if the value of (probability value/critical value) is higher than or equal to the level significance alpha defined ($r > a$), it means the distribution is homogeneity. Based on the calculation using SPSS 22 program above, the value of (probably value/critical value) from speaking strategies and speaking mastery score of variance in sig column is known that p-value is 0.357. The data in this study fulfilled homogeneity since the p-value is $0.357 > 0.05$.

3. Linearity Test

It is used to know the correlation linearity of the data that is going to be analyzed between independent and dependent variable. Because of that, the test uses SPSS 22 to measure the correlation linearity of the data.

Table 4.8 Linearity Test using SPSS 22 ANOVA Table

| | | Sum of Squares | D | Mean Square | F | Sig. |
|----------|-------------------------------------|----------------|----|-------------|------|------|
| Speaking | Between (Combined) Groups Linearity | 1.094 | 3 | .365 | .759 | .522 |
| Anxiety | Deviation from | .401 | 2 | .401 | .835 | .365 |
| Speaking | Within Groups | 28.84 | 60 | .48 | | |
| | Total | 29.93 | 63 | | | |

The criteria of the linearity test is if the value of F and Sig. in the line Deviation from Linearity is higher than or equal to the level of significance or $F (\text{Sig.}) \geq 0.05$, it means that the distribution is linear.

Based on the calculation using SPSS 22 above, the value of F from speaking strategies and speaking mastery is 0.721 and value of Sig. is 0.490, and analysis above shows that value F is 0.721 with Sig.

0.490 higher than level of significance alpha or $0.490 \geq 0.05$ for speaking strategies and speaking mastery. So, it can be concluded that correlation between speaking strategies and speaking mastery was linearity.

4. The Correlation between Speaking Anxiety and Speaking Strategies

As the data shown above, the researcher got the result of each variable. This is the result of correlation between students' speaking Anxiety and their speaking Strategies. The researcher applied SPSS 22 program to calculate the Pearson Product Moment correlation in testing hypothesis of the study which the result also supported the result of manual calculation.

Table 4.9
The Correlation between Speaking Anxiety and Speaking Strategies

| No | Speaking Strategies (X) | Speaking Mastery (Y) | XY | X ² | Y ² |
|----|-------------------------|----------------------|----|----------------|----------------|
| 1 | 4 | 2 | 8 | 16 | 4 |
| 2 | 4 | 3 | 12 | 16 | 9 |
| 3 | 3 | 4 | 12 | 9 | 16 |
| 4 | 4 | 4 | 16 | 16 | 16 |
| 5 | 4 | 3 | 12 | 16 | 9 |
| 6 | 3 | 3 | 9 | 9 | 9 |
| 7 | 3 | 2 | 6 | 9 | 4 |
| 8 | 4 | 2 | 8 | 16 | 4 |
| 9 | 3 | 3 | 9 | 9 | 9 |
| 10 | 4 | 2 | 8 | 16 | 4 |
| 11 | 5 | 3 | 15 | 25 | 9 |
| 12 | 4 | 3 | 12 | 16 | 9 |
| 13 | 4 | 4 | 16 | 16 | 16 |
| 14 | 3 | 2 | 6 | 9 | 4 |
| 15 | 3 | 2 | 6 | 9 | 4 |
| 16 | 4 | 3 | 12 | 16 | 9 |
| 17 | 3 | 2 | 6 | 9 | 4 |
| 18 | 5 | 3 | 15 | 25 | 9 |
| 20 | 3 | 4 | 12 | 9 | 16 |
| 21 | 3 | 3 | 9 | 9 | 9 |
| 22 | 3 | 3 | 9 | 9 | 9 |
| 23 | 3 | 3 | 9 | 9 | 9 |
| 24 | 3 | 3 | 9 | 9 | 9 |
| 25 | 3 | 3 | 9 | 9 | 9 |
| 26 | 3 | 2 | 6 | 9 | 4 |
| 27 | 3 | 4 | 12 | 9 | 16 |
| 28 | 3 | 4 | 12 | 9 | 16 |

| | | | | | |
|-------|-----|-----|-----|-----|-----|
| 43 | 4 | 3 | 12 | 16 | 9 |
| 44 | 3 | 3 | 9 | 9 | 9 |
| 45 | 4 | 3 | 12 | 16 | 9 |
| 46 | 3 | 3 | 9 | 9 | 9 |
| 47 | 4 | 4 | 16 | 16 | 16 |
| 48 | 4 | 3 | 12 | 16 | 9 |
| 49 | 3 | 2 | 6 | 9 | 4 |
| 50 | 3 | 3 | 9 | 9 | 9 |
| 51 | 4 | 4 | 12 | 16 | 16 |
| 52 | 4 | 2 | 8 | 16 | 4 |
| 53 | 4 | 3 | 12 | 16 | 4 |
| 54 | 4 | 4 | 12 | 16 | 16 |
| 55 | 3 | 3 | 9 | 9 | 9 |
| 56 | 3 | 3 | 9 | 9 | 9 |
| 57 | 3 | 3 | 9 | 9 | 9 |
| 58 | 3 | 3 | 9 | 9 | 9 |
| 59 | 4 | 4 | 16 | 16 | 16 |
| 60 | 3 | 3 | 9 | 9 | 9 |
| 61 | 3 | 2 | 6 | 9 | 4 |
| 62 | 4 | 4 | 16 | 16 | 16 |
| 63 | 3 | 3 | 9 | 9 | 9 |
| 64 | 4 | 4 | 12 | 16 | 16 |
| Total | 223 | 190 | 665 | 789 | 594 |
| 31 | 3 | 3 | 9 | 9 | 9 |
| 32 | 4 | 3 | 12 | 16 | 9 |
| 33 | 4 | 3 | 12 | 16 | 9 |
| 34 | 3 | 3 | 9 | 9 | 9 |
| 35 | 3 | 2 | 6 | 9 | 4 |
| 36 | 3 | 4 | 12 | 9 | 16 |
| 37 | 3 | 3 | 9 | 9 | 9 |
| 38 | 4 | 3 | 12 | 16 | 9 |
| 39 | 3 | 4 | 12 | 9 | 16 |
| 40 | 2 | 2 | 4 | 4 | 4 |
| 41 | 4 | 2 | 8 | 16 | 4 |
| 42 | 4 | 3 | 12 | 16 | 9 |
| | | | | | |

1. Using Manual Calculating

From the calculation of variable X and Y (table 4.6) above,

it was known that:

$$\Sigma X = 223$$

$$\Sigma Y = 190$$

$$\Sigma XY = 665$$

$$\Sigma X^2 = 799$$

$$\Sigma Y^2 = 594$$

Based on the manual calculation above, it was found that the rvalue was 0.116. From the table of the interpretation coefficient correlation (Chap. III, p. 54), it can be seen that the rvalue (0.116) was at the level “very low” correlation. The rvalue 0.116 was in interval 0.000 - 0.200. So it means that the correlation between students’ speaking strategies and speaking mastery of the sample class was in very low correlation. The result of the calculation that was counted by manual calculation above showed that the index of correlation was 0.116. Then, the degree of freedom with formula, as follow :

$$df = N - nr$$

it was known : $N = 64$, $nr =$

$$2 \text{ df} = 64 - 2$$

=62



Figure 4.3 Scatterplots

And then to know the contribution of the variable X to the variable Y is used the formula as below:

$$KP = r^2 \times 100 \%$$

Where:

KP : determinant coefficient score r :

correlation coefficient score $KP = r^2 \times 100$

%

$$KP = 0.116^2 \times 100 \%$$

$$KP = 0.013456 \times 100 \%$$

$$KP = 1.3456 \%$$

So, it means that the variable X (students' speaking strategies) gives the contribution to the speaking mastery for the fifth semester students of English Education at IAIN Palangka Raya was 1.3456 % and 98.6544 % is influenced by the other aspects.

Based on the calculation above, $\alpha = 0.05$ and $n = 64$ so, $df = n - 2 = 64 - 2 = 62$ and t_{table} was 1.669. So, it can be seen that $t_{value} \leq t_{table}$ ($0.925 \leq 1.669$), so that the result was the H_0 is accepted and H_a is rejected. In this case that variable X student's speaking strategies have very low relationship or do not give influence to students' speaking mastery.

2. Using SPSS 22 Program

Table 4.10

Analysis result of Pearson Product Moment Correlation

| | | Correlations | |
|---------------------|---------------------|---------------------|------------------|
| | | Speaking Strategies | Speaking Mastery |
| Speaking Anxiety | Pearson Correlation | 1 | .116 |
| | Sig. (2-tailed) | | .363 |
| | N | 64 | 64 |
| Speaking Strategies | Pearson Correlation | .116 | 1 |
| | Sig. (2-tailed) | .363 | |
| | N | 64 | 64 |

*. Correlation is significant at the 0.05 level (2 tailed).

From the table above can be seen that index of product moment correlation was 0.116 for 0.363 significance level. The result of the calculation that was counted by the product moment above showed that the index of correlation was 0.116. From the table above, it meant that H_0 was accepted because the hypothesis testing concluded that $N.Sig \geq 5\%$ ($0.363 \geq 0.05$).

C. Hypothesis Testing

This research was done in collecting data and got the result of the correlation. But to answer research problem, the writer had to measure whether the hypothesis was rejected or not. The writer had two hypothesis in this research, those are:

H_a : There is positive correlation between speaking learning strategies and speaking mastery of English Education Study Program students at IAIN Palangka Raya

H_o : There is negative correlation between speaking learning strategies and speaking mastery of English Education Study Program students at IAIN Palangka Raya

To know the answer, the writer used both manual and SPSS hypothesis testing based on the N.Sig (number of significance). As the result of correlation above (table 4.9), we got $r_{value} = 0.116$, $N.Sig = 0.363$. Before the writer concluded the answer, these were the theories of hypothesis based on SPSS calculation:

a. H_o accepted if $N.Sig \geq 0.05$
($\alpha = 5\%$)

b. H_a rejected if $N.Sig \leq 0.05$
($\alpha = 5\%$)

The result of analyzing the data significance 0.363 (Level of Significance

0.05 and 2 Tailed) clarified H_a rejected. The hypothesis testing

concluded that $N.Sig \geq 5\%$ ($0.363 \geq 0.05$), where H_0 is accepted. It told that both speaking learning strategies and speaking scores are not correlated.



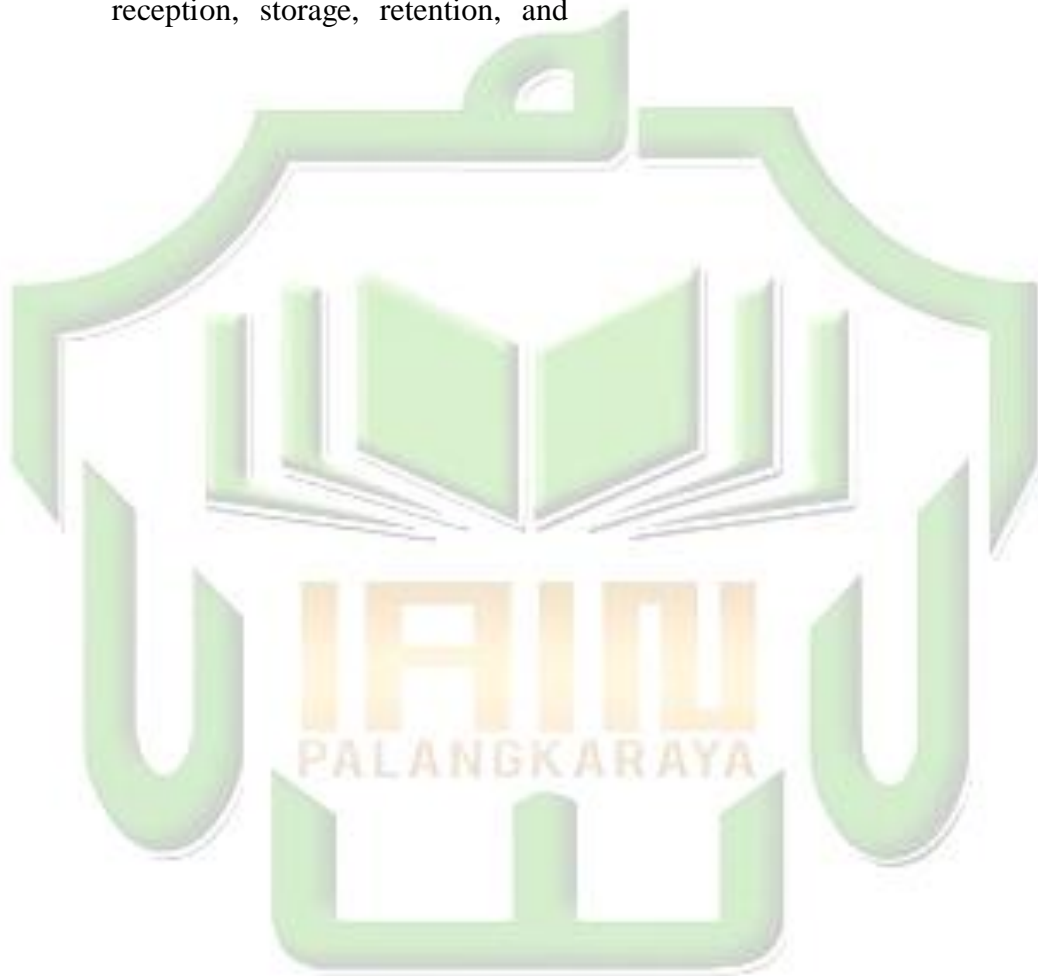
D. Discussion

By the results, it can be concluded from the hypothesis testing showed there was no correlation between two variables, because $N.Sig \geq 5\%$ ($0.363 \geq 0.05$). The calculation also showed that $\alpha = 0.05$, $df = 62$ and t_{table} was 1.669. So, it can be seen that $t_{value} \leq t_{table}$ ($0.925 \leq 1.669$), so that the result was H_a rejected and H_0 is accepted. The score of correlation coefficient obtained is 0.116 which is in the interval of 0.000 – 0.200. Thus, the relationship is categorized into very low correlation. The hypothesis testing showed that $N.Sig \geq 5\%$ ($0.363 \geq 0.05$), means hypothesis alternative is rejected and hypothesis null is accepted.

The findings of the study indicated that alternative hypothesis stating that “there is positive correlation between speaking learning strategies and speaking mastery of English Education Study Program students at IAIN Palangka Raya” was rejected and the null hypothesis stating that “there is negative correlation between speaking learning strategies and speaking mastery of English Education Study Program students at IAIN Palangka Raya” was accepted. The r_{value} was 0.116, it was interpreted as very low correlation.

Nevertheless, as researcher explained before, if the students

had good strategy in learning speaking it may be give impact or influence in their speaking their score or mastery. Strategy in learning will help students to reach the good result. Based on Oxford, language learning strategies can help learners improve their own perception, reception, storage, retention, and



retrieval of language information (Oxford, 2003, p. 274). It means that strategy in learning language is very necessary, especially in learning speaking.

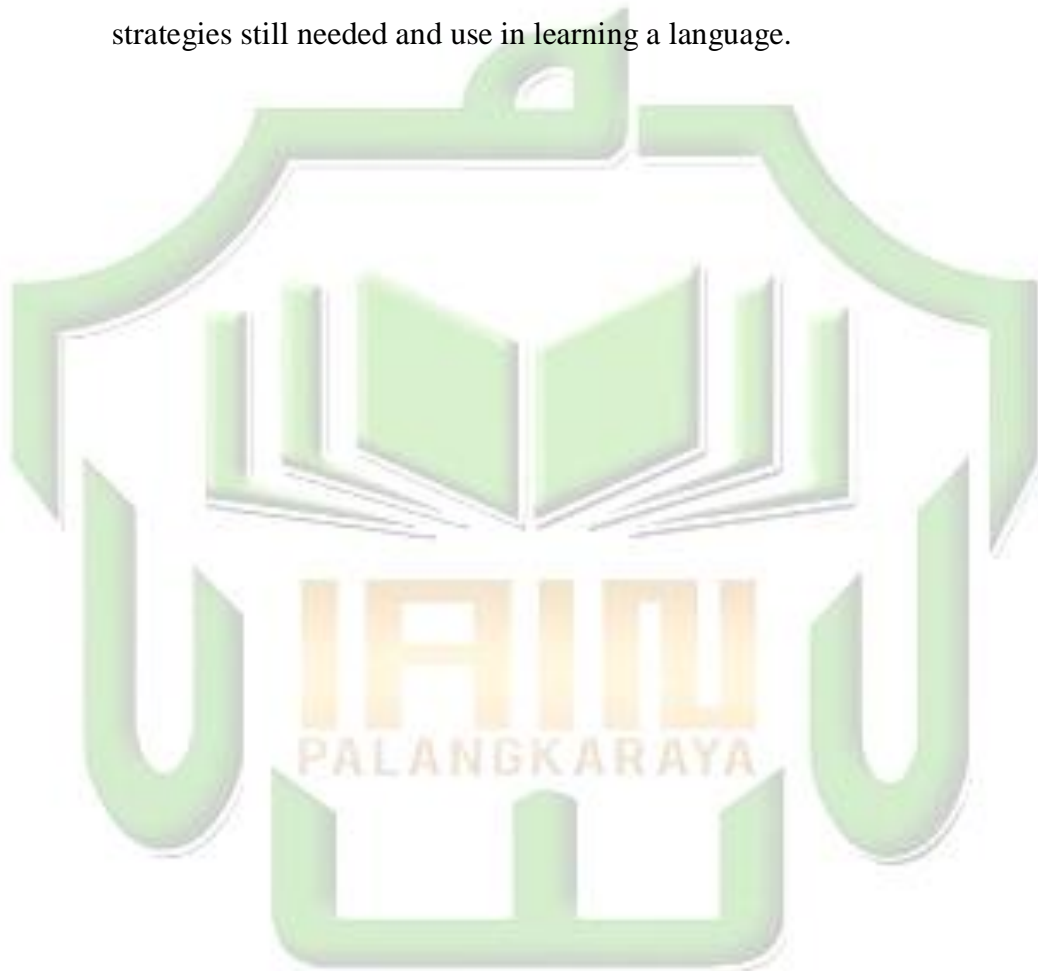
Learning strategies are considered having as much potential for enhancing learning. Based on Chamot, learning strategies are the conscious thoughts and actions that learners take in order to achieve a learning goal. Effective learners are able to select learning approaches that suit them better and they also have the competence to orchestrate the strategies that best meet both the task demands and their own learning preferences (Chamot, 2004, p. 14). To summarize, from the theories above we can see the important of language learning strategies in learning a language. Speaking strategies is one of the language learning strategies that can help students to achieve a great deal of success in their social life, and in their continuing acquisition of the target language.

The result of this research showed very low correlation between students' speaking learning strategies and speaking mastery. This result contradictory with common assumption that learning strategies affect students' achievement. This result also contra doctor to the previous theories and findings, such as from Kustati (2012) that found there is a significant contribution from students' speaking strategies on students' speaking ability. However, the result of this

research related to the previous study from Asih (2002) that also found if learning strategies do not correlate with speaking ability. Her finding showed that the significance level 0.116 is more than 0.05. It means that there was no correlation between those two variables, learning



strategies and speaking ability. Based on description above, the researcher can concluded that there was not any significant correlation both of variables. However, the score correlation coefficient of this study was 0.116, that categorize in very low correlation. It means that strategies or speaking strategies still needed and use in learning a language.



CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter contained the conclusion of the findings and suggestion. The conclusion was to summarize the finding, suggestion was aimed to the students, specifically for the English Lecture of English Education Study Program of IAIN Palangka Raya, and those who are interest further in researching about Speaking Anxiety and Speaking Strategies.

A. Conclusion

According to the description of the data that mentioned in the previous chapter, it showed that the students' speaking learning strategies and students' speaking mastery scores are vary. Based on the result of data that mentioned in the previous chapter, it showed that r_{value} was 0.116. It means that the correlation between students' speaking learning strategies and speaking mastery was categorized in very low correlation. Then it showed that alternative hypothesis (H_a) was rejected and null hypothesis (H_0) was accepted, because $N.Sig \geq 5\%$ ($0.363 \geq 0.05$).

The calculation above, $\alpha = 0.05$, $df = 62$ and t_{table} was 1.669. So, it can be seen than $t_{value} \leq t_{table}$ ($0.925 \leq 1.669$), so that the result was H_a rejected and H_0 is accepted. In this case that students' speaking strategies have very low relationship or do not give influence to

students speaking strategies.

B. Suggestion

According the conclusion in the result of the study, the researcher would like to propose some suggestions for the students, teacher and the future researcher as follow:

1. For the Students

The students are expected to increase their speaking anxiety and speaking strategy for learning independently and reading broadly many types of text genres. The researcher also expects that they can practice it in order to develop their Speaking English quality.

2. English Department Study Program at IAIN Palangka Raya

The author hopes that the English Department Study Program can prepare more than their speaking English ability especially their speaking anxiety.

3. For the other or next researchers

The researcher expects to the researchers that the next researchers can be used this study as references for their study in the future. If they are want to continue this study.

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