

**ANALYSIS OF STUDENTS' ANXIETY IN SPEAKING OF GRADE VIII JUNIOR
HIGH SCHOOL**

A THESIS

**BY
EFI LITARIA**



**MASTER IN ENGLISH LANGUAGE TEACHING STUDY PROGRAM
LANGUAGE AND ARTS EDUCATION DEPARTMENT
TEACHER TRAINING AND EDUCATION FACULTY
LAMPUNG UNIVERSITY
BANDAR LAMPUNG
2018**

ABSTRACT

ANALYSIS OF STUDENTS' ANXIETY IN SPEAKING OF GRADE VIII JUNIOR HIGH SCHOOL

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The research is conducted in order to find out the difference on students' speaking skill between those who are in discussion and role play technique; to find out whether students having low speaking anxiety have better speaking skill than those having high speaking anxiety; to find out the interaction between the teaching technique, speaking skill and students' speaking anxiety. This is a quasi-experimental research with two ways factorial design. It applies discussion technique and role-play technique on students' speaking skill viewed from students' speaking anxiety. The samples, who were taken in random sampling, are 28 students from VIII^B and 28 students from VIII^C. The instruments used in this study are speaking test and questionnaire.

It is known that F_o between columns (7.32) is higher than F_t at the level of significance $= 0.05$ (4.03) and $= 0.01$ (7.15), the difference between columns is significant. The mean of students' score taught using discussion technique (72.04) is higher than those who are taught using role-play technique (66.93). It can be concluded that the use of discussion technique gives significant result on students' speaking skill. Furthermore, F_o between rows (7.32) is higher than F_t at the level of significance $= 0.05$ (4.03) and $= 0.01$ (7.15), the difference between rows is significant.. In addition, the mean score of students who have low speaking anxiety (72.04) is higher than those who have high speaking anxiety (66.93). It can be concluded that students having low speaking anxiety have better speaking skill than those having high speaking anxiety. At last, F_o interaction (9.98) is higher than F_t at the level of significance $= 0.05$ (4.03) and $= 0.01$ (7.15), there is an interaction effect between teaching technique and speaking anxiety toward students' speaking skill. Therefore, the null hypothesis (H_0) stating that there is no any interaction between the teaching technique, speaking skill and students' speaking anxiety is rejected. It means that the effect of teaching technique depends on the degree of students' speaking anxiety.

Based on the research findings, it is known that the score of speaking skill taught using discussion is significantly different from the score of speaking skill taught using role-play to the students having low speaking anxiety but the implementation of the technique is equal for teaching speaking to the students having high speaking anxiety; however, based on the result of ANOVA, the score of students having high speaking anxiety in speaking skill taught using role-play is still better than those who are in discussion class. It means that, there is an interaction between teaching technique and students' speaking anxiety on the students' speaking skill.

**ANALYSIS OF STUDENTS' ANXIETY IN SPEAKING OF GRADE VIII JUNIOR
HIGH SCHOOL**

**BY
EFI LITARIA**

**A THESIS
Submitted in a Partial Fulfillment of
The Requirements for S-2 Degree**



**MASTER IN ENGLISH LANGUAGE TEACHING STUDY PROGRAM
LANGUAGE AND ARTS EDUCATION DEPARTMENT
TEACHER TRAINING AND EDUCATION FACULTY
LAMPUNG UNIVERSITY
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Research Title : **ANALYSIS OF STUDENTS' ANXIETY IN SPEAKING
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Student's Name : **Efi Litaria**

Student's Number : **1423042044**

Study Program : **Master in English Language Teaching**

Department : **Language and Arts Education**

Faculty : **Teacher Training and Education**

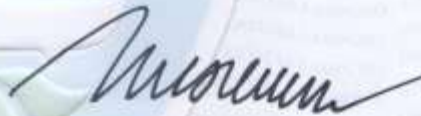
APPROVED BY
Advisory Committee

Advisor



Prof. Cucu Sutarsyah, M.A.
NIP 19570406 198903 1 002

Co-Advisor



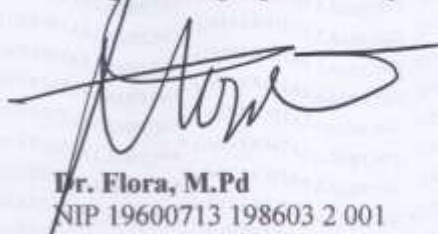
Dr. Muhammad Sukirlan, M.A.
NIP 19641212 199003 1 003

The Chairperson of Department
Language and Arts Education



Dr. Mulyanto Widodo, M.Pd.
NIP 19620203 198811 1 001

The Chairperson of Master
in English Language Teaching



Dr. Flora, M.Pd
NIP 19600713 198603 2 001

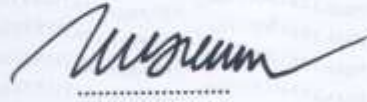
ADMITTED BY

1. Examination Committee

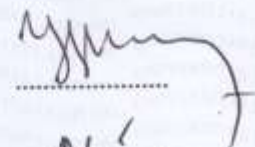
Chairperson : **Prof. Cucu Sutarsyah, M.A.**



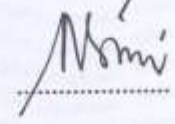
Secretary : **Dr. Muhammad Sukirlan, M.A.**



Examiners : **I. Hery Yufrizal, M.A, Ph.D.**

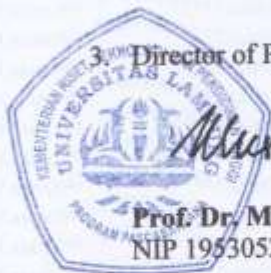


II. Dr. Ari Nurweni, M.A.



Dean of Teacher Training and Education Faculty

Dr. H. Muhammad Fuad, M.Hum.
NIP 19590722 198603 1 043



3. Director of Postgraduate Program

Prof. Dr. Mustofa, M.A., Ph.D.
NIP 19530528 198103 1 002

4. Graduated on: **June 07th, 2018**

LEMBAR PERNYATAAN

Dengan ini saya menyatakan dengan sebenarnya bahwa:

1. Thesis dengan judul "Analysis of Students' Anxiety in Speaking of Grade VIII Junior High School" adalah hasil karya sendiri dan saya tidak melakukan penjiplakan atau pengutipan atas karya penulis lain dengan cara yang tidak sesuai dengan tata etika ilmiah yang berlaku dalam masyarakat akademik atau yang disebut plagiarisme.
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Atas pernyataan ini, apabila dikemudian hari ternyata ditemukan adanya ketidakbenaran, saya bersedia menanggung akibat dan sanksi yang diberikan kepada saya, dan saya bersedia dan sanggup dituntut sesuai hukum yang berlaku.

Bandar Lampung, June 7th 2018



Efi Litaria
NPM. 1423042044

CURRICULUM VITAE

The researcher's name is Efi Litaria. She was born on September 30th, 1986 in Bandar Lampung. She is the first daughter of Mr. A. Kasudi and Mrs. Eka Yulmiati.

She began her formal educational institution for the first time at SD N 2 Surabaya. Then she continued her study at MTs N 2 Tanjung Karang. After that she continued her study at MAN 1 Bandar Lampung. In 2004 she was registered as a student of English Study Program in ABA DCC Bandar Lampung for three years and finished in 2007, She got Bachelor degree at STKIP PGRI Bandar Lampung at English Departement of Training and Education Faculty in 2012. In 2014, she was registered as an S-2 college student of Lampung University at Master Degree of English Education Program of Lampung University of Teacher Training and Education faculty.

DEDICATION

By offering my praise and gratitude to Allah SWT for the abundant blessing to me,

I'd proudly dedicate this piece of work to:

My beloved parents:

Mr. A. Kasudi and Mrs. Eka Yulmiati.

My fabulous friends of Graduate Program of English Education;

Ernaini, Sulastri, Titis, Febriyanti, and Nining and all of my friends of MPBI 2014

My Almamater, Lampung University.

MOTTO

”Success is not about how much money you make, but it is about the difference that you make in people’s life.”

(Barrack Obama)

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Bandar Lampung, February 2018
The researcher,

Efi Litaria

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I. INTRODUCTION

This chapter describes background of the problem, formulation of the problems, objectives of the research, uses of the research, scope of the research and definition of terms.

1.1 Background of Problem

During the process of foreign language learning a great deal of students might face several problems. Language anxiety is one of those obstacles and it is a substantial concern that can be assumed as a psychological disorder, therefore anxiety is one of the most significant factors during language learning process, and it has been intended in this study to represent foreign language anxiety among language learners and to clarify in which ways anxiety may affect the achievement of the students' oral performances. It also aims to demonstrate the types and causes of anxiety and how to recognize language anxiety and especially the anxiety of oral performance. Furthermore it purposes to illustrate the reasons for anxiety of oral performance applying to the qualitative survey technique in the whole preparation classes of SMP Muhammadiyah 3 Bandar Lampung. Moreover, the survey results of the present study indicate that most of the students suffer from anxiety of oral performance because of self-related reasons while the

rest of them complain about their peer-related and teacher-related causes of distress.

According to Chen and Lee (2011), anxiety a disturbing combination of emotions including fear, worry and difficulty, and is usually followed by physical reactions “such as high blood pressure, increased heart rate and other body signals” (p. 419). It is seen in literature foreign language learning has a great importance especially since English nowadays has become internationally recognized and demand for learning English has increased day by day. But for some reasons or another there may be a decrease of performance during language learning process. One of those reasons might be emotions. For many years researchers studied on the effects of emotions on achievement of the foreign language learners and most of them figured out that emotions besides the physical factors have importance as well.

Emotions are so important that Boyatzis, Goleman and Rhee (1999) use the term to express the relationship between people’s senses or emotion and their abilities “Emotional Intelligence” (p.24). And they believe the term exactly contains the sophisticated feature of human’s quality. In addition, Bradberry and Graeves (2009) grouped human emotions under two categories: “personal competence and social competence” and four skills: “self-awareness, self-management, social awareness, and relationship management” together make up “Emotional Intelligence” (pp. 32-34). They believe these features are important factors that affect the achievement level of the individuals.

It is important for people to control over their emotional stress or anxiety in order not to fail. And the present study will focus on the anxiety problems of foreign language learners.

Horwitz and Cope (1986) states that anxiety is an individual reaction of stress, concern, sensitivity and fear related to stimulation of the “autonomic nervous system” (p.125). As Horwitz et al. (1986) argued in their study the same as those who suffer from anxiety that causes a decrease in the performance of science or mathematics classes, the same situation is also valid for the foreign language learning, and particularly in classroom environment it is more stressful.

As foreign language learners anxiety, especially foreign language speaking anxiety, has a great importance on students’ talents specifically when they need to express their knowledge about a specific subject. Foreign Language Anxiety (FLA) in speaking skill is one element that many English as Foreign Language teachers (EFL teachers) do not focus much on. The idea of teaching the four basic skills of English, i.e. listening, speaking, reading and writing, was somewhat bound by the effort of transferring the knowledge and disregarding the students’ anxieties in using English in the class.

The main reason was because anxiety itself is a complex matter since it involved psychological condition of the learners. Communication apprehension, described as “a type of shyness characterized by fear of or anxiety about communicating with people” (Horwitz et al., 1986:127), is experienced by anxious individuals in social interaction.

Anxious students feel uncomfortable when communicating in the L2 and the inability to express oneself may lead to frustration since their knowledge of the

new language is limited and they cannot control the situation (Horwitz et al., 1986; MacIntyre & Gardner, 1989). Oral communication consists of listening and speaking, and since the language classroom puts an emphasis on interactions, speaking is considered as one of the most anxiety provoking activities. Research has shown that communication apprehension is common among anxious students (Saputra, 2018; Young, 1990; Horwitz et al., 1986).

Based on preliminary research at SMP Muhammadiyah 3 Bandar Lampung, the researcher knows that the weakness that is gotten by the students in speaking when they have to speak in front of the class, moreover they feel anxious then it will make them afraid to speak.

A teacher should know the knowledge of students before taking the responsibilities of his or her class in order to teach them something, especially a new language. So knowledge about the characteristics or personalities of the students that have been obtained before can be an advantage for the teacher to take the preventions about possible problems.

One of those problems is language anxiety which hinders learner to become active during language learning process. Besides language anxiety may stands as an obstacle between teacher and student and teacher may not understand the problem as student cannot be active and does not show his or her true fears through the class. And this situation may end up with lower grades than the other students. As anxiety is psychological problem as well, teacher should be careful about not too blame students. Because language anxiety is not a problem that can be solved by forcing someone to study more. It needs to be cured by proper ways.

The previous research done by Aydın (2001) discussed about foreign language anxiety through interviews and the questionnaire is provided insights into anxiety from students' perspectives. The thesis made a small-scale inquiry with an aim to examine foreign language anxiety among two groups of students, the secondary school students and the adult learners of English. Several sources of students' anxiety were discussed, which deepened the understanding of foreign language anxiety. However, foreign language anxiety is a complex psychological construct and factors influencing. It should be further explored to gain a better understanding of the anxiety in specific field of foreign language learning.

1.2 Formulation of the Problems

Based on the background of the research above, the researcher formulates the problem as follows;

1. Is there any significance difference on students' speaking skill between those who are in discussion and role play technique?
2. Is there any significance difference on students' speaking skill between high and low anxiety?
3. Is there any interaction between the teaching technique, speaking skill and students' speaking anxiety?

1.3 Objectives of the Research

Concerning the research problem, the objectives of this research are:

1. To find out the significance difference on students' speaking skill between those who are in discussion and role play technique.
2. To find out the significance difference on students' speaking skill between high and low anxiety.

3. To find out the interaction between the teaching technique, speaking skill and students' speaking anxiety.

1.4 Uses of the Research

The uses of the research are:

1. Theoretically, the result of this research is expected to support the previous theories that students' anxiety gives influence to students' speaking skill.
2. Practically, this research gives information to the English teachers that understanding students' anxiety can influence students' speaking skill.

1.5 Scope of the Research

The research will be conducted at SMP Muhammadiyah 3 Bandar Lampung. The researcher will take two classes as the experimental class and control class; there will be VIII^B as the experimental class and VIII^B as the control class. This research will use objective speaking performance as the instrument.

1.6 Definition of Terms

There are several types of anxiety such as:

1. Trait anxiety

Trait anxiety is a balanced characteristic of personality. It has become a habit of the person or the anxiety situation is one of the characteristics of personality.

2. Transient anxiety state

Transient anxiety state is a response to specific situation that triggers the anxiety. (Horwitz, 2001, p.112). For example an individual who has state anxiety constantly display anxious behaviors but only under some case of specific conditions.

3. Situation-specific anxiety

Situation-specific anxiety is used to declare the “persistent and multi-faceted nature of some anxieties” (Horwitz, 2001, p.113).

4. Facilitating anxiety

Scovel (1978) propounds a type of anxiety that can provoke students to work harder on their courses so that their grades will return them in a positive way.

5. Debilitating anxiety

Debilitating anxiety Horwitz, Horwitz and Cope (1986) who have a very important place in literature for their studies about anxiety and especially language anxiety classified anxiety in three categories such as; Communication apprehension, test anxiety and fear of negative evaluation (p. 130).

II. LITERATURE REVIEW

This chapter describes concept of language anxiety, communication apprehension, causes of anxiety, the concept of speaking performance, the elements of speaking, points to consider about speaking, theoretical assumption, and hypothesis.

2.1 Previous Studies on Language Anxiety

As it has been well-known anxiety stands for a problem in every aspect of life, researchers from every corner of the world have examined this particular phenomena and this part includes the previous studies on anxiety.

a. Abroad Contexts on Language Anxiety

Tóth (2011) studied on advanced level students to achieve a deeper understanding of the construct of FLA in the case of advanced-level language students, her investigation follows a qualitative design with an aim to gain an emic perspective on anxiety. Interview participants were selected through purposive sampling.

Based on the results of the questionnaire survey, the purposive sample of extreme cases (i.e., learners with the highest anxiety scores) was selected to allow an examination of FLA through the personal experiences of anxious learners themselves (Tóth, 2011, p.54).

The participants were five English major students in their first year of study from one Hungarian university. With scores ranging between 125–136 on the anxiety measure, these learners were identified as the most anxious participants in the examined sample of first year EFL majors. Anxiety was measured by the Hungarian language validated version of Horwitz et al.'s (1986) Foreign Language Classroom Anxiety Scale.

It is found clear evidence that foreign language anxiety is not specific to beginning foreign language learning but can also be an important issue for learners at more advanced levels of L2 proficiency. The English major participants of this study felt more apprehensive in their English classes at the university than at lower levels of instruction. This paper reported on a small-scale qualitative inquiry, the aim of which was to examine the construct of FLA in the case of advanced-level learners.

The researcher's findings demonstrate that proficiency level itself is not sufficient to account for such a complex psychological experience as foreign language anxiety and factors besides and beyond proficiency should be explored to gain a better understanding of this unique anxiety particular to L2 learning. One such factor, according to the results of this study, is the actual L2 situation in which the foreign language is learned or used. How much anxiety learners experience in a given instructional or other L2 context appears to be closely dependent on their perceptions of various salient aspects of the given situation,

Such as; (1) what is expected of them as L2 speakers, (2) whether they can meet the perceived expectations, (3) how their L2 competence compares with

those of peers/conversation partners, and (4) what is at stake for them in this particular situation (Tóth, 2011, p.54).

In addition Yang (2005) studied on Korean EFL college students and Participants in the pilot study were a sample of Korean EFL college students from various disciplines enrolled in a number of universities in South Korea his instruments were a set of instruments including the Respondents Background Questionnaire (RBQ), Situational Speaking Experiences (SSE), Cognitive Speaking Anxiety (CSA) Scale, and Psychosomatic Speaking Anxiety (PSA) Scale. In particular, each item in CSA and PSA scales was rated on a 'true' or 'false' scale and key phrases in these two scales were underlined to help participants understand the situational features purposefully designed in each item.

Participants were given a questionnaire packet containing the four instruments during the eighth week of the semester of spring 2004. They were instructed to complete the set of instruments during class and to complete all items.

b. Turkey Contexts on Language Anxiety

Aydın (2001) studied the causes of students' foreign language anxiety in their speaking and writing classes. She used the FLCAS of Horwitz et al, (1986) to measure the anxiety levels of 36 intermediate students in Anadolu University and the results have shown that 50% of the students have high level of anxiety. Then she conducted interviews with the students who had high level of anxiety and the result of her study showed differences among the rates of percentages through the questions. But almost 80% of the students who had high level of

language anxiety suffered from personal reasons, peer-related reasons and teacher-related reasons.

2.2 Concept of Language Anxiety

Language anxiety is a kind of problems that may affect, and mostly in a negative way, the learning or teaching process. Despite the fact that students get really upset because of their anxiety problems it is obvious that they cannot solve this issue or cure their anxiety by themselves as they do not have the right knowledge about it. Because traditionally the students that are not willing to participate classroom activities or who cannot show enough courage to talk in front of the teacher or the whole class are always called as shy. So this present study intends to figure out the real factors behind the students so called shyness.

Learning a foreign language poses a threat to one's ego. Especially adult learners are vulnerable since they are accustomed to function in their L1; however, they cannot control over what they say in the L2 until they have reached high levels of proficiency. Some learners report experiencing feelings of anxiety, tension, nervousness and fear, when they think of a foreign language, the most common ones being: "freezing up" when asked to speak and "forgetting" what they have learnt during a test (Horwitz et al., 1986; Young, 1990; Aida, 1994; Woodrow, 2006; Tóth, 2011). They "feel strongly that anxiety is a major obstacle to be overcome in learning to speak another language" (Horwitz et al., 1986:125).

Foreign language anxiety can be described as "the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system" (Horwitz et al., 1986:125). Horwitz et al. (1986)

suggest that foreign language anxiety is different from other anxieties. Foreign language learners may worry that they are unable to express their own ideas in the L2 and it is the classroom where foreign language anxiety mainly emerges.

Horwitz et al. (1986) were the first to treat foreign language anxiety as a separate and distinct phenomenon particular to language learning. In their study, Horwitz et al. (1986) identified three components of foreign language anxiety: communication apprehension, test anxiety and fear of negative evaluation.

Communication Apprehension: Difficulty in speaking in dyads or groups (oral communication anxiety) or in public ("stage fright"), or in listening to or learning a spoken message (receiver anxiety) are all manifestations of communication apprehension (Horwitz et al., 1986 p.128).

Test Anxiety: A type of anxiety that students experience when they are supposed to attend a test as they think testing is an important way of measuring the achievement (Horwitz et al., 1986 P. 130).

Fear of Negative Evaluation: Horwitz et al. (1986) describe fear of negative evaluation as “apprehension about others’ evaluations, avoidance of evaluative situations, and the expectation that others would evaluate oneself negatively” (p.130).

Emotional Intelligence: Boyatzis, Goleman and Rhee (1999) define Emotional intelligence (EI) as the ability to perceive, control and evaluate emotions.

Trait Anxiety: According to Horwitz (2001), people feel anxious or nervous at different levels. Some of them are always in a worry but this habit does not

disturb them that much because they somehow begin to get used to it. This type of anxiety is called “trait anxiety”.

Transient anxiety state: “It is a response to specific situation that triggers the anxiety” (Horwitz, 2001, p.112).

Foreign language anxiety may be a situation-specific anxiety, similar in that respect to public speaking anxiety. Issues in the study of language anxiety include whether anxiety is a cause or an effect of poor achievement, anxiety under specific instructional conditions, and the relationship of general language anxiety to more specific kinds of anxiety associated with speaking, reading, or examinations. (Richards & Schmidt, 2010:313).

Beneficial/facilitating Anxiety: It has been observed that anxiety does not necessarily inhibit performance but in some cases can actually promote it. This type of anxiety called facilitating anxiety *Debilitating Anxiety:* This type of anxiety has been thought to have a negative impact on performance.

2.2.1 Types of Anxiety

People are all different from one another on the point of their characteristics, reactions or responses to events. And this discrimination brings inequality to their senses, emotions, fear and of course their level of anxiety. Moreover, anxiety has been separated into different categories by psychologists. But Spielberger’s classification of “state and trait” has been well accepted. He declares that trait anxiety is a balanced characteristic of personality while state anxiety is a response to specific situation that triggers the anxiety like an important test (Spielberger, 1983, cited in Horwitz, 2001, p.113).

This means that foreign language anxiety and specifically foreign language anxiety of oral performance might be assumed into this category as an example for language anxiety.

People feel anxious or nervous at different levels. Some of them are always in a worry but this habit does not disturb them that much because they somehow begin to get used to it. This type of anxiety is called “trait anxiety”. Trait anxiety is a balanced characteristic of personality. It has become a habit of the person or the anxiety situation is one of the characteristics of personality. On the other hand the others who feel disturbed for especially some exact points or subjects are different because this type of anxiety is a disorder for them because it prevents their aim at some points like learning and in this topic especially foreign language learning. And this type of anxiety is called “transient anxiety state”. Transient anxiety state is a response to specific situation that triggers the anxiety. (Horwitz, 2001, p.112).

For example an individual who has state anxiety constantly display anxious behaviors but only under some case of specific conditions. For instance just before a test. It is claimed in the literature that there is a relationship between this two kinds of anxieties. The more someone has trait anxiety the more he/she will suffer from state anxiety (Aydın, 2001, p.17).

The term “situation-specific anxiety” is used to declare the “persistent and multi-faceted nature of some anxieties” (Horwitz, 2001, p.113). Public speaking anxiety often states in this category. As it has been seen and declared above researchers, linguistics and psychologists have claimed much more ideas about the types or ranges of anxiety. As well as state and trait anxiety Scovel (1978)

propounds a type of anxiety that can provoke students to work harder on their courses so that their grades will return them in a positive way and he called this type of anxiety “facilitating anxiety”. He claims that if a student worries and focuses on their lessons much harder than they do before they should get the return of their efforts (p.22).

Moreover, Dörnyei (2005) identifies facilitating and debilitating anxieties such problems that do not cause continuous distress among learners and he depicts these kinds of anxieties as:

Beneficial/facilitating vs. inhibitory/debilitating anxiety: It has been observed that anxiety does not necessarily inhibit performance but in some cases can actually promote it. ‘Worry,’ which is considered the cognitive component of anxiety has been shown to have a negative impact on performance, whereas the affective component, emotionality, does not necessarily have detrimental effects (Dörnyei, 2005, p.198).

On the contrary of Scovel, Horwitz et al. (1986) strongly disagree with this idea they state that this situation is not valid for foreign language anxiety. And they add that this type of anxiety can only be helpful for some simple learning tasks. In addition they claim that anxiety can only be defined as ‘debilitating’ because of its negative effects. Debilitating anxiety causes unwilling behavior through the learning task.

Besides their definition of debilitating anxiety Horwitz, Horwitz and Cope (1986) who have a very important place in literature for their studies about anxiety and especially language anxiety classified anxiety in three categories such

as; Communication apprehension, test anxiety and fear of negative evaluation (p. 130). In following chapter these classifications are explained.

2.2.2 The Benefit of Knowing Anxiety

The beneficial of knowing anxiety motivates the student to approach and confront the new learning task. Debilitating anxiety, in contrast, motivates the student to avoid the new learning task and escape from it (Horwitz et al., 1986).

Eysenck (1979) suggested that anxious people can be easily distracted by “self-evaluation, worry over potential failure, and concern over the opinions of others” (as cited in MacIntyre & Gardener, 1994:285); therefore, their attention must be divided between the task itself and preoccupations with their concerns, making the comprehension of the input more difficult and less efficient. Anxious students are aware of this interference; therefore, they attempt to compensate their difficulties with language learning by increased effort.

Eysenck (1979) suggested there is a curvilinear relationship between anxiety and performance depending on the task difficulty (as cited in MacIntyre, 1995:92) and thus, some level of anxiety may actually improve performance and facilitate learning. However, MacIntyre and Gardner (1994) point out that this type of result has been observed very rarely. They report that anxious students put more effort into language learning and study more than relaxed students, but it has not been documented that they show higher levels of achievement, suggesting that extra effort and extra time cannot compensate for the interference created by anxiety.

2.2.3 Communication Apprehension

In their study Horwitz et al. (1986) describe anxiety as a factor that has a close relationship on people's interactions with each other. Thus they declare that the construct of communication apprehension is quite relevant to the conceptualization of foreign language anxiety (p.128).

Besides they define communication apprehension as a kind of shyness characterized by fear of anxiety while communicating with people. At the same time they separated communication apprehension into three classes:

Difficulty in speaking in dyads or groups (oral communication anxiety) or in public ("stage fright"), or in listening to or learning a spoken message (receiver anxiety) are all manifestations of communication apprehension (p.128).

As it can be concluded from Horwitz et al.'s implication communication apprehension has a great and important role in foreign language anxiety. On the other hand, it is possible that neither teacher nor the student may be aware of this obstacle during language learning process. Anxiety as a psychological phenomenon may disable people even when they are supposed to speak in their native language. Horwitz et al. state that those people who have difficulties speaking in groups are more possibly suffer from even greater difficulty or anxiety speaking in foreign language classrooms as they have very little control of communication situation and their performance in class are shown.

Communication apprehension has a relationship with a person's own performance on target language. For instance; communication apprehension might appear when a student does not understand the sentences of the instructor in foreign language class. Horwitz et al. (1986) clarify this situation as permeating

foreign language learning derives from the personal knowledge that a person will possibly have difficulty in understanding other people and making himself or herself understood.

Most probably thanks to this notice many of the talkative people have been observed as silent in classroom environment. On the other hand, Horwitz et al. (1986) states that normally anxious speakers might think that interacting in a foreign language let them sense like another person is speaking and for this reason they feel less anxious. Moreover, they add that this feeling like someone else is talking may show the resemblance with stuttered people who can have the ability to singing or acting from time to time.

2.2.4 Anxiety Test

When the words or names performance, success, achievement are called almost everyone may dream of the tests that they have faced with during the process of education. Since testing has been seen as an important tool for measuring the achievement or success level of learners it can cause fear and worry among students and of course among foreign language learners as well. Horwitz et al. (1986) claim that testing and assessment of the performance are related to the issue of foreign language anxiety.

Test anxiety includes a type of performance anxiety that commences from a concern of failing. Genuinely Horwitz et al. (1986) accomplish an obvious analysis in this point of view that learners who have test anxiety force themselves to have extraordinary demands that they even cannot have satisfaction from anything else but a great testing performance. This kind of worry, concern or

distress might be seen in every type of learning. As anxiety may represent a problem even for the ones that step into the class perfectly ready for the course, it should be taken into consideration to prevent failure. In this point Horwitz et al. (1986) put emphasis on how anxiety reflects substantial troubles on foreign language learners:

Students who are test-anxious in foreign language class probably experience considerable difficulty since tests and quizzes are frequent and even the brightest and most pre-pared students often make errors. Oral tests have the potential of provoking both test-and oral communication anxiety simultaneously in susceptible students (p.130).

2.2.5 Fear of Negative Evaluation

Horwitz et al. (1986) describe fear of negative evaluation as “apprehension about others’ evaluations, avoidance of evaluative situations, and the expectation that others would evaluate oneself negatively” (p.130). Despite of the fact that it may be thought as a factor that has been shown resemblance with test anxiety; fear of negative evaluation is more wide-ranging. According to Horwitz et al. (1986) it is not only can be seen in the duration of testing but also possible to be observed in any kind of social act of communication just like a job interview or during an oral performance in the neighborhood of foreign language classroom (p.130). Furthermore their study reveals that while the only proper or fluent speaker in the classroom, the teacher needs to be careful about error correction. Even though teacher’s aim is to be useful or helpful for the students trying to use

“peer-correction” that may cause the students to show seriously sensitive reactions whether is it true or not (p.130).

On the other hand, after they concluded their study Horwitz et al. (1986) state that no matter how above mentioned three figures communication apprehension, test anxiety and fear of negative evaluation represent significant obstacles for the process of foreign language learning, foreign language anxiety is not simply the synthesis of those fears. It has also been revealed that language anxiety is clearly a compound of awareness, beliefs, senses and acts that are connected to classroom environment which appear during the course of foreign language learning. The following chapter focuses on sources of foreign language anxiety.

2.2.6 Causes of Anxiety

As foreign language anxiety might be assumed in the group of transient anxiety state though there are conditions above mentioned that induce it, and this study centers upon the causes of this type of anxiety. Within some group of individuals anxiety is a cause of poor language learning. Chen and Lee (2011) focused on the possible sources of this anxiety, such as “difficulty in authentic self-presentation and various language teaching practices”. Tóth (2010) in addition, explains her ideas about self-presentation in following way:

It is posited that the stronger one’s motivation is to convey certain self-presentation and the higher the level of doubt that one will be able to do so, the higher the anxiety experienced. If, however, one is not concerned with how s/he is seen and evaluated by others or believes he is able to make the desired impression, social anxiety should not occur according to this model, that is, the two factors are

seen both as necessary and sufficient conditions for anxieties of this kind (p.11). All these explanations reveals that students may find it difficult to express themselves in foreign language and some of the foreign language teaching practices may not be useful for them as they suffer from language anxiety.

Apart from Chen and Lee according to Aydın's review of literature (2011) the sources of anxiety and especially anxiety of oral performance grouped under three main titles:

a. Self-Assessment of Ability

Macintyre, Noels and Clement (1997) indicate that self-assessment of ability usually supports learning and it contributes to the technics of learners' language achievement. On the other hand, they figured out that there is a negative relationship between the students' talents and language anxiety. According to their study on learners of French it is revealed that when the language anxiety level of the students increased the results of the tests on speaking, listening, writing and competence are all decreased.

b. Self-Comparison to Others

According to the previous studies as the anxiety become higher level students start not to believe in themselves. And they think that they are less worthy than the others. In their study Horwitz et al. (1986) they studied on Spanish learners, they found out that students who are anxious were reluctant for attending language learning tasks. And they feared to talk in the foreign language as they do not want to be less successful than the others or they do not want to be humiliated.

c. Learner Beliefs

Aydın (2001) declares that learners bring their beliefs about language learning to the classroom and their beliefs affect their “effectiveness in the classroom” (p. 34). She also states that learner beliefs could cause to anxiety.

Besides Horwitz et al (1986) found out that many students in their study have the idea: “nothing can be said in the foreign language until it can be said correctly.” And “it is not ok to guess an unknown foreign language word” (p.290). When the students wanted to talk in foreign language even a perfect student will probably become anxious.

2.3 Concept of Speaking

Speaking in natural acquisition, but for foreign language speaking it really needs special guidance so that the students can speak effectively in a real life. From the statement above, we know that teaching speaking cannot be separated with communication because it can be used in daily life.

Rivers (1980:62) says that through speaking someone can express his ideas, feeling, opinions, emotions and reactions to the other person. Teaching speaking is one of ways that can be used in other that the learners can understand about the meaning of communication in a real situation. It needs a lot of practices and guidance to master it. It also needs partner to practice speaking. We know that speaking more complex and involve both a command of certain skills and several different types of knowledge. That is why teaching speaking has important aspect in teaching learning process.

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2.3.1 The Elements of Speaking

Speaking is a complex skill requiring the simultaneous use of a number of different abilities, which often develop at the different rates. Either four or five components are generally recognized in analyzing the speech process.

a. Pronunciation (including the segmental features—vowels and consonants and the stress and intonation patterns).

As stated by Harmer, if students want to be able to speak fluently in English, they need to be able pronounce phonemes correctly, use appropriate stress and intonation patterns and speak in connected speech.

The speaker must be able to articulate the words, and create the physical sounds that carry meaning. At the level of word pronunciation, second language learners regularly have problems distinguishing between sounds in the new language that do not exist in languages they already know.

b. Grammar

It is obvious that in order be able to speak foreign language, it is necessary to know a certain amount of grammar and vocabulary. Grammar is the sounds and

the sound patterns, the basic units of meaning, such as words, and the rules to combine them to form new sentences. Therefore, grammar is very important in speaking because if the speaker does not master grammar structure, he cannot speak English well.

c. Vocabulary

As we know, vocabulary is a basic element in language. Vocabulary is single words, set phrases, variable phrases, phrasal verbs, and idioms. It is clear that limited vocabulary mastery makes conversation virtually impossible.

d. Fluency

In simple terms, fluency is the ability to talk freely without too much stopping or hesitating. Meanwhile, according to Gower et-al, fluency can be thought of as 'the ability to keep going when speaking spontaneously'. When speaking fluently students should be able to get the message across with whatever resources and abilities they have got, regardless of grammatical and other mistakes.

e. Comprehension

The last speaking element is comprehension. Comprehension is discussed by both speakers because comprehension can make people getting the information they want. Comprehension is defined as the ability to understand something by a reasonable comprehension of the subject or as the knowledge of what a situation is really like.

2.3.2 Points to Consider about Speaking

Speaking is a form of communication, so it is important that what you say is conveyed in the most effective way. How you say something can be as important as what you say in getting your meaning across. Jones stated that there are some points to consider about speaking. They are:

a. Clarity

The words you speak must be clear if listeners are to understand what you say. This means speaking your words distinctly and separately, not running them together, and slurring them.

b. Variety

Speech has its own rhythms and tunes. The voice usually rises, for instance, to indicate a question. Some words in a sentence require more emphasis than others if the meaning is to be clear. Unimportant words tend to be spoken more quickly than important ones. Consider things like pitch, emphasis, speed, variations in volume, pauses.

c. Audience and tone

The way you speak and the tone you use will be affected by the audience to whom you are speaking. In short, in speaking, speakers must consider the three points above so that they can convey meaning as effectively as possible.

2.3.3 The Procedures of Teaching Foreign Language in Speaking Classes

During the course of foreign language speaking, learners usually are waited to perform in the target language in public and they have to participate in oral

activities as well and this situation may increase their present foreign language anxiety. For example, Young (1991) suggests that students who have just begun learning a foreign language as a matter of course cannot speak like a native speaker and in some words they might make wrong pronunciations. If they believe that to pronounce a word perfectly is the key factor for a language then they will most probably face with frustration and apprehension. Besides, she adds that teachers' beliefs and techniques that they use during foreign language teaching are another important factors which ends up with language anxiety (p.428).

On top of Young's thoughts about both teachers' and students' performance in foreign language classes, according to Çelik (2009) there are some "parts of speaking" that should be taken into consideration during the process of oral performance like "opening and closing conversation" and it may be difficult for the students to start a speech while a group of people or the whole class are looking at them though it is a kind of unnatural event for them (p. 257).

Furthermore, Machan (2009) states that language changes can cause anxiety as well. He depicts his ideas in following way:

Language change produces, in a word, anxiety. And perhaps a better word than produces here is focuses, for part of the anxiety is in fact over the nature of the relationship between language change and transformation in the extra-linguistic worlds of politics, religion, and social interaction. Does language change portend changes in these worlds? Does it cause them? Is it the direct result of other kinds of change? Or does it merely accompany them? All this anxiety is

already present in the earliest Western account of language change (Machan, 2009:4).

As it can be concluded from the lines of Machan that he emphasises that because of the language changes a word which is most important from the change itself has been produced. And he keeps on making a correlation between worldly issues such as politics, religion and social interaction. He tries to figure out whether the anxiety caused all those complication in mentioned circumstances or is it just a part of them. As a conclusion he indicates at the end that all this anxiety has been observed from the earliest beginning of language change.

Apart from the definitions, types all of the factors that causes foreign language anxiety it is clearly known that there are still sufferers of anxiety and particularly foreign language anxiety all around the world and researchers used different techniques and questionnaires or scales during their study. One of them is Horwitz et al. (1986) Foreign Language Classroom Anxiety Scale and in following part its contents related to anxiety of oral performance is mentioned.

2.2.3.1 Measuring Language Anxiety

As it is important for the researchers to diagnose the level of anxiety among the learners they have needed to use some tests or questionnaires for this purpose and one of those tests is Horwitz et al.'s Foreign Language Classroom Anxiety Scale which is given below its ten items related to anxiety of oral performance.

As the previous studies of Horwitz (2001), Horwitz et al. (1986), Aydın (2001), Ün (2009), have revealed this anxiety issue affect negatively the performance of language teachers as well as students. Because if teachers do not

know how to cope with the situation then it will be more difficult to organise an appropriate environment for learning as the performance of the students is an encourager for teacher. So language teachers need to procure a “learner centred” low apprehensive classroom circle. Ün (2009) declares that in almost every culture students who do not prepare their papers or projects are believed to be reluctant or inactive. But on the contrary Horwitz et al. (1986) signify that those students who do not bring their homework or project papers may have a tendency to procrastinate the language classes or they do not prepare their assignments just because not to talk in the classroom because of their anxiety disorder.

In this framework measurement of the anxiety level is important. and what is more, researchers have developed different tests to measure anxiety rates of learners. One of those and most researchers prefer is (E.K. Horwitz, M.B. Horwitz and J. Cope)’s Foreign Language Classroom Anxiety Scale (FLCAS). In this scale there are 33 questions and the answers will be given as multiple choice: agree or disagree and the questions intend the measure the speaking, listening, writing, grammar and reading anxiety of the students. Ten of the questions are especially prepared for speaking anxiety. Three of them are particularly for written tests, two of them are for listening and the others are to determine the grammar, reading and general anxieties towards foreign language classes. Ten questions given below are the ones to detect speaking anxiety as this present study aims to focus on this topic.

Those items are the ones that given below:

- 1) I never feel quite sure of myself when I am speaking in my foreign language class.

- 2) I start to panic when I have to speak without preparation in language class.
- 3) I would not be nervous speaking the foreign language with native speakers.
- 4) I feel confident when I speak in foreign language class.
- 5) I always feel that the other students speak the foreign language better than I do.
- 6) I feel very self-conscious about speaking the foreign language in front of other students.
- 7) I get nervous and confused when I am speaking in my language class.
- 8) I feel overwhelmed by the number of rules you have to learn to speak a foreign language.
- 9) I am afraid that the other students will laugh at me when I speak the foreign language.
- 10) I would probably feel comfortable around native speakers of the foreign language.

As it seems in the above questions of FLCAS students with foreign language anxiety are expected to display reactions like being nervous, lack of self-consciousness, “to feel overwhelmed”, not to feel relax around native speakers of foreign language. There can be many different reactors that trigger anxiety such as fear of failure, not to believe in oneself, and poor knowledge about the topic of a test or an exam, not to feel comfortable among a crowd or in a classroom environment or even other people’s behavior against the others.

2.4 Discussion Technique

2.4.1 Definition of Discussion Technique

Lucantoni (2002: 15) states that discussion technique is an essential way to provide students opportunities to develop communicative competence in group work. Furthermore, Orlich (2010: 260) states that discussion technique is an active process of students-teacher involvement in the classroom environment. It allows the students to discover and state their personal opinions, ideas or arguments.

In discussion, group size is an important aspect that influences learners participation. Actually, there is no absolute minimum or maximum number of persons in discussion. Orlich (2010: 57) states that small groups are limited in size and are used for discussion, not recitation. These are some keys in discussion groups:

- 1) Small groups are purposeful arrangements of up to six to eight students.
- 2) Discussion is purposeful learning exchanges conducted by students in small groups.
- 3) Cooperative learning is an adaptation of the small-group teaching technique, used to promote individuals' and group members' achievement.

Based on the explanation above, it can be concluded that discussion is one of teaching technique that involves a number of students in a group to discuss something. Discussion needs cooperation and involvement among the group members in a problem solving.

2.4.2 Teaching Steps

Green, Christopher, and Lam (2002: 226- 227) state that the stages in the implementation of classroom discussion are as follows:

1) Pre-discussion: Viable discussion and associated partner groups are formed.

Groups of four are the most appropriate number of participants for fluent interaction. Each group draws up a list of possible discussion topics, deriving principally from their current professional, academic or developmental concerns. Next a topic for discussion is selected and divided into manageable areas of enquiry for the time available. Responsibility may then be apportioned among individuals for researching and exploring particular aspects of the topics. If preferred, the whole topic may be researched and thought about by each participant.

2) Discussion: The groups discuss the topic while partner groups of observer evaluators monitor the process, using a variety of instruments to record data.

The role of the teacher in the discussion stage is to pass unobtrusively from group to group, forestalling possible breakdown in communication caused by students having insufficient language to realize intended meanings.

3) Post-discussion: First, there should be peer feedback from the observer evaluators. The teacher may then provide feedback on content, intra group dynamics and linguistic appropriateness to groups and individuals. Finally, the groups decide on ways to enrich and extend the topic or, alternately, to choose a new topic.

Weber (2006) states that discussion procedure is considered to be an integral part of the learning process. It can make teacher-learner interaction and students'

mastering of a subject more effective and successful. The matter is that discussion procedure provides participant of the learning process with a feedback, friendly, reliable climate in the group, it contributes students' critical thinking and problem solving capacities. Moreover, questioning procedure allow a teacher to verify students' level of knowledge and reveal some gaps. Questioning procedures are very important because they allow students compare their opinions, knowledge, and experience with others. This encourages them to ask follow-up questions and stimulates their critical thinking. The questioning helps students to make an assessment of their own knowledge, their efficiency and erudition according to those of others. As a result students try to be up to standard and to keep up with others. Questioning procedures provide not only feedback and correction to students but also a feedback for the teacher as to the adequacy of instruction. Besides questioning procedure can demonstrate if the students are interested in the subject, if they enjoy studying and are eager to be excellent within the subject. All these factors provide for the teacher a feedback. The feedback allows the teacher to analyze strong and weak sides of his instruction in order to strengthen a learning process and stimulate students' further intellectual development. Another important thing should be mentioned. It concerns the fact that questioning procedures stimulate students' curiosity. It encourages them to be active and enthusiastic during the lessons, ask various questions in order to obtain some interesting information and to broaden their mental outlook.

Brookfield and Preskill (2005) state that there are five approaches for setting up and conducting effective discussions, namely:

1) Prepare students for discussion

The groundwork for discussions needs to be put in place so that students can discuss in a safe environment. Perhaps the most important part of this is establishing and monitoring class norms for participation.

2) Establish clearly defined groups

In some classes, students stay in the same discussion groups for the entire semester. In other classes, the instructor varies the group composition by using different criteria for practically every discussion-by counting off in groups, alphabetically, by date of birth (both day/month and day), by major, or in other ways. Either of these approaches is preferable to self-selected discussion groups. With self-selection, there is a tendency for students to sit with others who agree with their viewpoints, and discussions tend to be more superficial.

3) Provide a common base of information for class discussions

Small group discussion on a reading assignment when only a third of the class has done the reading often leads to one or two students in a small group explaining the reading to the others instead of the group discussing the reading. Assigning short papers on a reading assignment due the day of the discussion ensures that students are prepared. Other ways of providing a common base of information for students is to use class time for a short (12-15 minute) video segment, or have students read a newspaper article or other short written material before a discussion.

4) Set a specific product for the group discussion

When a charge to a group is too vague, such as "Discuss the short story you read for today," discussions are often brief and shallow. More productive

discussion usually occurs when the group is charged with answering a specific question. Groups may also be asked to assign a group member to report the results of the discussion to the large group.

5) Allow adequate time for discussion and reflection

When students are prepared for discussion, have a common base of information on which to base the discussion, and are charged with talking about specific questions and coming up with an answer, discussions can be productive. Some steps which the researcher will apply in using discussion technique to teach speaking skill are as follows:

- 1) Pre-discussion: (a) The researcher makes a list of about 15 topics to discuss; (b) The class is divided into 8 groups randomly. (c) The students decide 8 most interesting topics based on the list provided by the teacher; everybody in the class has a fair chance to perform their discussion result in front of the class.
- 2) Discussion: (a) The students discuss the topic in each group. (b) The students present their discussion result of their agreeable topic in front of the class. (c) The teacher manage and moderate the discussion so that it runs well. (d) The other students ask questions to the group related with the topic presented. (e) The members of the group answer the questions or provide response to the students opinion.
- 3) Post-Discussion: (a) The group concludes the result of the discussion. (b) The teacher provides comment, clarification and motivation so that the students are motivated to speak better in other times.

2.4.3 The Advantages of Discussion Technique

Discussion Technique will be very useful for learners in learning process because of the advantages. Orlich (2010: 263) argues that the advantages are:

- 1) increasing depth of understanding
- 2) enhancing motivation and generating greater involvement with the course
- 3) developing positive attitudes toward later material presented in the lesson
- 4) developing problem-solving skill
- 5) providing practice in the application of concepts and information to practical problem

Brookfield and Preskill (2005) state that there are fifteen arguments regarding the ways that participating in discussions helps learning as follows:

- 1) It helps students explore a diversity of perspectives.
- 2) It increases students' awareness of and tolerance for ambiguity and complexity.
- 3) It helps students recognize and investigate their assumptions.
- 4) It encourages attentive, respectful listening.
- 5) It develops new appreciation for continuing differences.
- 6) It increases intellectual agility.
- 7) It helps students become connected to a topic.
- 8) It shows respect for students' voices and experiences.
- 9) It helps students learn the processes and habits of democratic discourse.
- 10) It affirms students as co-creators of knowledge.
- 11) It develops the capacity for the clear communication of ideas and meaning.
- 12) It develops habits of collaborative learning.

- 13) It increases breadth and makes students more empathetic.
- 14) It helps students develop skills of synthesis and integration.
- 15) It leads to transformational.

2.4.4 The Disadvantages of Discussion Technique

The disadvantages of discussion technique as cited by EDAE (2009) are as follows:

- 1) Discussion technique is not appropriate for all the topics.
- 2) It can be used only to students who have some basic knowledge in the topic.
- 3) Some of the students may feel shy or reluctant to take part while others may try to dominate
- 4) Teacher may lose control over the students and they may end up in quarreling.

2.5 Role-Play Technique

2.5.1 Definition of Role-Play Technique

Ladousse (2004: 7 in Huang, 2008) states that role-play is one of a whole gamut of communicative techniques which develops fluency in students' language, which promotes interaction in the classroom, and which increases motivation. In addition, he points out that role play encourages peer learning and sharing the responsibility for learning between teacher and student. He suggests role play to be "perhaps the most flexible technique in the range" of communicative techniques, and with suitable and effective role-play exercises, teachers can meet an infinite variety of needs. According to Brown (2001: 183), role-play is (a) giving a role to one or more members of a group and (b) assigning

an objective or purpose that participants must accomplish. Brown (2001) suggests, role-play can be conducted with a single person, in pairs or in groups, with each person assigned a role to accomplish an objective. McCaslin (1996: 177) states that role play has the following characteristics: Role-play refers to the assuming of a role for the particular value it may have to the participant, rather for the development of an art, role-play is what the young child does in a dramatic play, but it is also a tool used by psychologists and play therapists. According to Courtney (1974: 10), play, acting, and thought are interrelated. They are mechanisms by which the individual tests reality, gets rid of his anxieties, and masters his environment.

2.5.2. Teaching Steps

Richard (1985) in Tompkins (1998) recommends a five steps procedure for role-play/simulation, those are: (1) preliminary activity; (2) a model dialogue; (3) learning to perform the role-play/simulation with the help of role cards; (4) follow up; and (5) repeating the sequence.

According to Ladousse (2004: 7, in Huang, 2008), there are two ways of looking at language work in role-play. Either students manage the language they know or they practice structures and functions that have been presented to them at an earlier stage of the lesson or the course in a free and uncontrolled way.

According to Stern (1983: 213), there are some procedures in teaching role-play:

- 1) **Decide on the Teaching Materials:** The teacher must decide which teaching materials will be used for role play activities. The teaching materials can be taken from text books or non-textbook teaching materials such as picture

books, story books, readers, play-scripts, comic strips, movies, cartoons and pictures. The material is selected ahead of time by the teacher. The teacher can also create his or her own authentic teaching materials for role play activities. The teaching materials should be decided based on students' level and interests, teaching objectives and appropriateness for teaching.

- 2) **Select Situations and Create Dialogs:** situations to be role played should be selected. For every role plays situation, dialogs should be provided (by the teaching materials or by the teacher) or created by the students themselves.
- 3) **Teach the Dialogs for Role Plays:** The teacher needs to teach the vocabulary, sentences, and dialogs necessary for the role play situations. The teacher needs to make sure the students know how to use the vocabulary, sentences and dialogs prior to doing the role play activities, otherwise, the teacher should allow students to ask how to say the words they want to say.
- 4) **Have Students Practice the Role Plays:** Students can practice in pairs or in small groups. After they have played their own roles a few times, have them exchange roles. That way, students can play different roles and practice all of the lines in the role play. When students are confident enough to demonstrate or perform in front of the class, the teacher can ask them to do so for their classmates.
- 5) **Have Students Modify the Situations and Dialogs:** Once students have finished and become familiar with an original role play situation, they can modify the situations and/or dialogs to create a variation of the original role play.

- 6) Evaluate and Check Students' Comprehension: The teacher shall evaluate the effectiveness of the role play activities and check if students have successfully comprehended the meanings of the vocabulary, sentences and dialogs.

In this research, some procedures used by the researcher in applying role-play to teach speaking skill are as follows:

- 1) Divide the class into 7 groups.
- 2) Give several topics to the students (narrative texts: e.g. Malin kundang, Bawang Merah and Bawang putih, Cinderella, etc) to choose a topic randomly.
- 3) Students explore a topic of role-play with their groups. The teacher comes around the groups to monitor and help the students if they find difficulties.
- 4) At every meeting a group of students presents the role-play in front of the class.
- 5) The other students give comment to the group.
- 6) The group responds the comments from the class or other groups.
- 7) The group closes the role-play by giving the moral value of their presentation.

2.5.3 The Advantages of Role-Play Technique

According to Poorman (2002: 32 in Jarvis et. al. 2002), role-play as a teaching technique offers several advantages for both teacher and student. First, students' interest in the topic is raised. Secondly, there is increased involvement on the part of the students in a role-playing lesson. Students are not passive recipients of the instructor's knowledge. Rather, they take an active part. Poorman

(2002: 32 in Jarvis et. al. 2002) also states that true learning cannot take place when students are passive observers of the teaching process. A third advantage to using role-play as a teaching method is that it teaches empathy and understanding of different perspectives. A typical role-play activity would have students take on a role of a character, learning and acting as that individual would do in the typical setting. Poorman (2002: 34 in Jarvis et. al. 2002) found “a significant increase among students in feeling another’s distress as their own”. Role-play helps children reach outside their world and embrace the feelings, emotions and plights of others. It is widely used in the lower grades to help children explore the world around them. When role-play is used in a school setting, students extend their knowledge of a subject by researching a character within a given course of study.

2.5.4 The Disadvantages of Role-Play Technique

Swift (2012) states that “role-play situation might not flesh out quite like you hope because some students are embarrassed and thus tentative about acting out a part in a dramatic fashion”. This will cause a role-play situation to be awkward and unproductive because one or more students will not be able to participate. When a student feels self-conscious, he will be more likely to be worried about what others will think of him, rather than how the situation can be solved. In larger classes, role-play cannot be done effectively because not all of the students have the option to participate. Many role-play scenarios use only two or three individuals in a situation, so the rest of the students just have to watch. This will cause them to become disinterested and stop paying attention. In short, role-play can make: (1) It makes students feel uncomfortable by putting them on the spot; (2) It has potential to become a chaos in the classroom; (3) It is limited to

only a few topics that role play can be used for (human relations, leadership, and sales).

2.6 The Comparison between Discussion Technique and Role-Play Technique in Teaching Speaking

Based on the previous explanation, it can be summarized as on table 2.3.
Table 2.3. The comparison between Discussion Technique and Role-Play Technique

Discussion Technique	Role-Play Technique
A. General Principles	A. General Principles
<ol style="list-style-type: none"> 1) It actively involves participants and stimulates peer group learning. 2) It helps participants explore knowledge related to the discussion topics. 3) It facilitates exchange of ideas and awareness of mutual concerns 4) It develops critical thinking skills. 5) It develops leadership, teamwork, communication, and collaboration skills. 	<ol style="list-style-type: none"> 1) It actively involves students to play a specified role. 2) It stimulates students to try to behave in ways characteristics of a person in that role. 3) It can provide a new perspective on a situation and develop insight about feelings and relationship.
B. Teaching Steps of Discussion Technique	B. Teaching Steps of Role-Play Technique
<ol style="list-style-type: none"> 1) Divide the class into 7 groups 2) Provide the topics to discuss randomly (narrative texts: e.g. Malin kundang, Bawang Merah and Bawang putih, Cinderella, etc.) 3) Explain to the students about the discussion plan. 4) Students explore the topics with their groups. 5) At every meeting a group of students presents the result of their discussion in front of the class. 6) The other students give respond or questions to the group. 7) The group responds or answers the questions from the class or other groups. 8) The group closes the presentation 	<ol style="list-style-type: none"> 1) Divide the class into 7 groups 2) Provide several topics to the students (narrative texts: e.g. Malin kundang, Bawang Merah and Bawang putih, Cinderella, etc) to choose randomly. 3) Students explore the topics of role-play with their groups. 4) At every meeting a group of students presents the role-play in front of the class. 5) The other students give comment to the group. 6) The group responds the comments from the class or other groups. 7) The group closes the role-play by giving the moral value of their presentation.

by giving conclusion of their discussion.

2.7 Theoretical Assumption

From all of the literatures reviewed above, the highest level students' feel anxiety is the lowest they are able to speak. We have to know besides being a good performance, the students are also asked to be good oral performance. It means that foreign language anxiety and specifically foreign language anxiety of oral performance might be assumed into this category as an example for language anxiety. Language anxiety is a kind of problems that may affect, and mostly in a negative way, the learning or teaching process. Despite of the fact that students get really upset because of their anxiety problems it is obvious that they cannot solve this issue or cure their anxiety by themselves as they do not have the right knowledge about it. Because traditionally the students are not willing to participate classroom activities or who cannot show enough courage to talk in front of the teacher or the whole class are always called as shy. So this present study intends to figure out the real factors behind the students so called shyness.

2.8 Hypothesis

Based on the theoretical assumption above, the researcher formulates the hypothesis as follows:

1) **H₀ : There is no significance difference on students' speaking skill between those who are in discussion and role play technique.**

H₁ : There is significance difference on students' speaking skill between those who are in discussion and role play technique.

2) H₀ : There is no significance difference on students' speaking skill

between high and low anxiety.

H_1 : There is any significance difference on students' speaking skill between high and low anxiety.

3) H_0 : There is no any interaction between the teaching technique, speaking skill and students' speaking anxiety.

H_1 : There is interaction between the teaching technique, speaking skill and students' speaking anxiety.

III. RESEARCH METHODS

This chapter describes research design, population and sample of the research, data collecting techniques, research instrument, validity and reliability of the instrument, and the data analysis.

3.1 Research Design

Related to the objective of this study, the method used by the researcher in this study was experimental research because it is one of the most powerful research methodologies to establish cause and effect relationship between variables. It is a systematic and scientific approach to research in which the researcher manipulated one or more variables, controlled and measured any change in the other variable. There are three variables in this research: independent variables (teaching technique), dependent variable (speaking skill), and attributive variable (speaking anxiety).

The general procedure of the experimental research is one or more independent variables are manipulated to determine their effect on a dependent variable. Nunan (1994: 24) states that experiments are carried out in order to explore the strength of relationships between variables. According to Burke (2000: 23) the purpose of experimental research is to determine cause and effect relationship. Burke (2000: 23) also adds that experimental research method enables a researcher to identify causal relationships because it allows the

researcher to observe, under controlled conditions, the effects systematically changing one or more variables.

To conduct an experiment research, the researcher used experimental design. It was a blueprint of the procedure that enabled the researcher to test her hypotheses by reaching valid conclusions about relationships between independent and dependent variables. It referred to the conceptual framework within which the experiment was conducted. Fraenkel and Wallen (1997: 112) state that the design of the research requires minimum of two independent variables, with at least two levels of each variable. The minimum design is called a two by two (2 X 2) factorial design. There are two main effects and two simple effects. The main effects are before and after the implementation of discussion method. The simple effects are high speaking anxiety and low speaking anxiety. The diagram of factorial design is as follows:

Table 3.1. Factorial Design 2x2

Main Effect	Teaching Technique	
	Discussion (A₁)	Role-Play (A₂)
Simple Effect		
Low Speaking Anxiety (B₁)	A₁.B₁	A₂.B₁
High Speaking Anxiety (B₂)	A₁.B₂	A₂.B₂

Note:

A₁ = students' speaking skill taught by using discussion technique

A₂ = students' speaking skill taught by using role-play technique

B₁ = students' speaking skill with low speaking anxiety

B₂ = students' speaking skill with high speaking anxiety

A₁.B₁ = students' speaking skill taught by using discussion class with low speaking anxiety.

A₁.B₂ = students' speaking skill taught by discussion class with high speaking anxiety.

A₂.B₁ = students' speaking skill taught by role-play class with low speaking anxiety.

A₂.B₂ = students' speaking skill taught by role-play class with high speaking anxiety.

3.2 Research Variable

This experimental study involves three kinds of variables. Variable is something that varies from one case to another. It is in line with Richard & Schmidt (2010:576) who state that variable is a property whereby the members of a set or group differ from one another.

The first variable is independent variable. This independent variable is also recognized as experimental or treatment variable. The independent variable of this study is the teaching method. The teaching method is the factors of this study which are measured, manipulated, or selected to determine their relationship with the observed phenomenon. The teaching method that is used in this study is discussion method. The second variable of this study is dependent variable. It is the factor which is observed and measured to determine the effect of the independent variable. The dependent variable in this study is speaking skill. Thus, students' speaking anxiety is classified as attributive variable. The third variable is a kind of variable which is given different name based on the point of view. The term speaking anxiety, as the third variable, can be translated into such kinds of variable.

3.3 Research Population and Sample

3.3.1 Population

In conducting a research, it is important for the researcher to determine the people to be discussed in the research. The people are called as population. Richard & Schmidt (2002) state that population is any set of items, individuals, etc. that share some common and observable characteristics and from which a sample can be taken. Thus, one can speak of comparing test scores across a sample of a population of students (p. 406). Furthermore, Johnson & Christensen (2004) say that population is the set of all elements. The population may be all the individuals of particular type or a more restricted part of that group (p. 158).

In this research, the population is all the eighth grade students of SMP Muhammadiyah 3 Bandar Lampung in the academic year of 2017/2018. There are three classes in which each class consists of 28 students, and the total number of the students is 84 students. The age ranges from 13 to 14 years old. In addition, the students' speaking skill is almost the same among three classes.

3.3.2 Sample

After determining the population, a researcher should do the next plan that is determining the sample, because sample is any group of individuals that is selected to represent a population (Richard & Schmidt, 2010: 465). Furthermore, sample is also known as the group from which information is obtained, preferably selected in such a way that the sample represents the larger group or population (Fraenkel & Walen, 1993:556).

In this research, the researcher takes clusters random sampling to take the sample. Cluster random sampling is the selection of groups or clusters, of subjects

rather than individuals (Fraenkel & Wallen, 1993, p. 84). Thus, cluster random sampling is a sampling in which groups, not individuals, are randomly selected. In addition, the similarities of their characteristics are taken from their scores in rapport or average scores from the teacher. The similarity/homogeneity of the score is calculated using t-test.

Among the three classes, the researcher makes three lotteries. Then, the researcher chooses randomly two classes. The researcher gets two classes, namely VIII^B and VIII^C. To decide the experimental class and control class, the researcher makes two lotteries. And the researcher takes randomly. The first lottery is taken as the experimental class (VIII^B) and the second lottery is the control class (VIII^C). Therefore, the sample of this study consist of 28 students from VIII^B and 28 students from VIII^C.

3.4 Data Collecting Techniques

The collection of data is an extremely important of all research endeavors, for the conclusion of a study are based on what data reveal. As the result, the kind of data to be collected, the method of collection to be used, and the scoring of the data need to be considered with care. The term data is referred by Fraenkel & Walen (1993:101) as the kinds of information researchers obtain on the subjects of their research. An important decision for every researcher to make during the planning phase of an investigation, therefore, is what kinds of data he or she intends to collect. The device the researcher used to collect data is called an instrument.

3.4.1 Research Instrument

In this research, the data is in form of quantitative data. It means that the data is implied in using numerical data or statistic (Gall et al., 2003:127). Thus, the technique of collecting the data is speaking test. The researcher uses the subjective test in form of speaking test to get the scores of the effectiveness of teaching method in teaching speaking skill viewed from students' speaking anxiety. At this point, the students would be given an instruction to perform an oral dialogue based on the given theme.

The speaking skill is scored on a point scale based on well-defined criteria (a rubric) that is presented in advance. The scoring is done by the raters. There are three aspects that are employed in this scoring rubric. Further explanation about the scoring rubric is illustrated in Appendix 5.

Meanwhile, to measure the students' speaking anxiety the researcher uses questionnaire. Questionnaires are documents that ask the same questions of all individuals in the sample (Gall et al., 2003:169). The researcher uses questionnaires because the cost and the time required to collect the data typically is much less. The questionnaires are in the form of questions/statement which is usually answered by reading the questions, and then ticking responses. The response format is in the form of scaled response i.e. FLCAS closed-ended questionnaire by Horwitz, Horwitz, and Cope (1986) to obtain the initial information of the students' foreign language anxiety to answer research question number 1 and speaking test to answer research question number 2.

The study will employ a closed-ended questionnaire with a five-point Likert scale (Strongly agree, Agree, Neither, Disagree, Strongly Disagree). The items of

the questionnaire will be modified versions of the items developed by Horwitz et al. (1986). There are 30 items of questionnaires given for every student. By questionnaire, the researcher can find out the group of students who are having low speaking anxiety and those who are having high speaking anxiety.

As it seems that through questions of FLCAS students with foreign language anxiety are expected to display reactions like being nervous, lack of self-consciousness, “to feel overwhelmed”, not to feel relax around native speakers of foreign language. There can be many different reactors that trigger anxiety such as fear of failure, not to believe in oneself, and poor knowledge about the topic of a test or an exam, not to feel comfortable among a crowd or in a classroom environment or even other people’s behavior against the others.

For example again as it is obvious in the scale the students who suffer from anxiety may think that the other learners are at better stage than they are therefore they may even think that the other students might laugh at them. As a result this type of behavior or discouragement might bring the outcome of becoming a passive and worse unsuccessful student.

3.4.2 Validity

Validity is defined as referring to the appropriateness, meaningfulness, and usefulness of the specific inferences researchers make based on the data they collect (Fraenkel & Wallen, 1993: 148). There are several types of validity according to the different purpose of the test. In this research, content validity and construct validity are used. The interview that is used in this research was examined also to know the validity of it. The speaking test was based on content

validity and construct validity, meanwhile the interview test was based on construct validity. Detail of both of them is as follow:

3.4.2.1 Content Validity

According to Fraenkel & Wallen (1993: 162), content validity refers to judgments of the content and logical structure of the instrument as it is to be used in a particular study. To get the content validity of speaking skill, the materials should be found based on the standard competence in syllabus for the tenth grade of senior high school level. The materials are about the news item and the kinds of that text.

3.4.2.2 Construct Validity

Construct validity is concerned with whether the test is actually in line with the theory. It means that the test items should really test the students or the test items should really measure the students' ability in speaking skill. Regarding the construct validity, it measures whether the construction has already inferred the theories, meaning that the test construction has already been in line with the objectives of learning (Hatch and Farhady, 1982: 252).

3.4.2.3 Validity of the Interview

In this instrument, the researcher uses only construct validity. Construct validity focused on the kind of the test that it is used to measure the ability. According to Setiyadi (2006), if the instrument just measures one aspect, for example, some writing, the construct validity can be measured by evaluating all items in the test.

3.4.3 Reliability

Richards & Schmidt (2010:495) explain that reliability is a measurement of the degree to which a test gives consistent results. A test is said to be reliable if it gives the same results when it is given on different occasions or when it is used by different people.

3.4.3.1 Reliability of Speaking Test

To ensure reliability of the scores and to avoid the subjectivity, the researcher uses inter-rater reliability. Richards & Schmidt (2010:297) explain that Inter-rater reliability is the degree to which different examiners or judges making different subjective ratings of ability (e.g. of L2 writing proficiency) agree in their evaluations of that ability. If different judges rank test takers in approximately the same order, using a rating scale that measures different aspects of proficiency, the rating scale is said to have high inter-rater reliability.

In achieving the reliability of the pretest and posttest of speaking, inter-rater is used in this research. The first rater is the English teacher in SMP Muhammadiyah 3 Bandar Lampung and the second rater is the researcher. All of them discussed and put in mind of the speaking criteria in order to obtain the reliable result of the test.

3.4.3.2 Reliability of Interview

To know the reliability of the interview sheet, the researcher uses Pearson Product Moment formula as seen below:

$$r_{xy} = \frac{N\sum xy - (\sum x)(\sum y)}{\sqrt{\{N\sum x^2 - (\sum x)^2\}\{N\sum y^2 - (\sum y)^2\}}}$$

Notes:

r_{xy} : Correlation of coefficient of reliability between odd and even numbers

N : The number of students who take part in the test

X : The total number of odd number item

Y : The total number of even number item

X^2 : The square of X

Y^2 : The square of Y

X : The total score of odd number

Y : The total score of even number

(Hatch and Farhady, 1982:198)

After getting the reliability of half test, the researcher used Spearman Brown to determine the reliability of whole test, as follows:

$$Rk = \frac{2r_{xy}}{1+r_{xy}}$$

$$1+r_{xy}$$

Rk = the reliability of the whole test

$2r_{xy}$ = the reliability of the half test

(Hatch and Farhady, 1982:247)

The criteria of reliability are:

0.80 up to 1.00 is very high

0.60 up to 0.79 is high

0.40 up to 0.59 is average

0.20 up to 0.39 is low

0.00 up to 0.19 is very low

Based on the calculation (see Appendix 8), it is known that the score of validity is 0.929. It can be said that the instrument has very high level of validity. Thus, the score of reliability is 0.963. It can be said that the instrument has very high level of reliability.

3.5 Data Analysis

The researcher uses descriptive statistics and inferential statistics in analyzing the data. Descriptive statistics are mathematical techniques for organizing and summarizing a set of numerical data (Gall et al., 2003:132). Inferential statistics are data collected from a sample of individuals who are randomly drawn from a defined population or who are assumed to be representative of some population. The mathematical procedure of inferential statistics are statistical inference that is a set of mathematical procedures for using probabilities and information about a sample to draw conclusions about the population from which the sample presumably was drawn (Gall, et al., 2003:135-136).

The procedures of analyzing the data applied are: (1) computing descriptive statistics for the groups representing each combination factors. It means that the researcher finds the mean scores of the students on the problems representing each of the four combinations of factors. The researcher uses prerequisite test included normality and homogeneity test; (2) doing hypotheses testing using an analysis of variance (ANOVA) and Tuckey test.

In descriptive statistics, the researcher analyzes the result of speaking test in form of scores of the effectiveness of teaching method in teaching speaking. It means that the researcher computes the scores of mean, median, mode, standard deviation, histogram, and polygon of students' speaking.

Mean (\bar{X}) is calculated by dividing the sum of all scores by the number of scores (Gall et al., 2003:132). The following formula is used in frequency distribution:

$$\bar{X} = \frac{\sum f_i X_i}{n}$$

Where:

$f_i X_i$ = sum of frequency multiplied by midpoint

n = number of value

Median (Me) is the middle point in a distribution of scores (Gall et al., 2003:132).

$$Me = L + i \left[\frac{\frac{n}{2} - cfb}{fw} \right]$$

Where:

L = the lower limit of the interval within which the mode lies

i = interval (class width)

cfb = the cumulative frequency in all interval bellow the interval containing the median

fw = the frequency of cases within the interval containing the median

Mode (M_0) is the most frequently occurring score in a distribution (Gall et al., 2003:132). The formula is:

$$M_0 = L + i \left[\frac{f_i}{f_1 + f_2} \right]$$

Where:

L = the lower limit of the interval within which the mode lies

i = interval (class width)

f_1 = the frequency of the interval containing mode reduced by that of the previous interval

f_2 = the frequency of the interval containing mode reduced by that of the following interval

Standard Deviation (s/SD) is a measure of the extent to which scores in a distribution deviate from their mean (Gall et al., 2003:133). The formula is:

$$s = \sqrt{\frac{\sum f_i X_i^2 - \frac{(\sum f_i X_i)^2}{n}}{n-1}}$$

Where:

f_i = the frequency of the interval

X_i = midpoint

3.5.1 Prerequisite Test

3.5.1.1 Normality Test

After the researcher finds those scores, the researcher computes normality and homogeneity test. Normality is a requirement before conducting correlation and comparison. Homogeneity is a requirement before comparing sample of the class. These proved the samples are normal and homogenous or those are not.

To test population normality, Lillifors test is used. The procedure of this test is as follows:

1. Determining Hypothesis

H_0 : Sample does not come from normal population.

H_1 : Sample comes from normal population.

2. Level of significance: $\alpha = 0,05$

3. Statistical test

$$L = \text{Max } |F(z_i) - S(z_i)|$$

With:

$$F(z_i) = P(Z \leq z_i)$$

$$Z \sim N(0,1)$$

$S(z_i)$ = proportion of number z_i toward the sum of z_i

$$z_i = \frac{x_i - \bar{x}}{s}, (s = \text{standard deviation})$$

$$s = \sqrt{\frac{\sum (X - \bar{X})^2}{n-1}} = \text{or} \sqrt{\frac{\sum X^2 - \frac{(\sum X)^2}{n}}{n-1}} = \text{or} \sqrt{\sum \frac{X^2}{n-1}}$$

$F(z_i) = 0,5 - \text{table value}$

$$s(z_i) = \frac{\text{rank}}{n}$$

The sample is in normal distribution if the highest value of $|F(z_i) - s(z_i)|$

or L_0 is lower than L_t .

3.5.1.2 Homogeneity Test

Homogeneity test is used in order to find out whether the research population has same variance or not. The homogeneity of the population is tested by Barlett test. The following formula as follows:

$$1. \quad s_1^2 = \frac{X_1^2 - \frac{(\sum X_1)^2}{n}}{n-1}$$

$$2. \quad s_2^2 = \frac{X_2^2 - \frac{(\sum X_2)^2}{n}}{n-1}$$

$$3. \quad s_3^2 = \frac{X_3^2 - \frac{(\sum X_3)^2}{n}}{n-1}$$

$$4. \quad s_4^2 = \frac{X_4^2 - \frac{(\sum X_4)^2}{n}}{n-1}$$

$$5. \quad s^2 = \left\{ \frac{\sum (n_i - 1)s_i^2}{\sum (n_i - 1)} \right\}$$

$$6. \quad \text{Log } s^2$$

$$7. \quad B = (\text{Log } s^2) (n_i - 1)$$

Table 3.3. The summary for homogeneity test

Sample	Df	1/(df)	s_i^2	$\log s_i^2$	(df) $\log s_i^2$
1					
2					
3					
4					
					$\text{Log } s_i^2$

$$8. \quad x^2 = (\ln 10) \{B - (n_i - 1) \text{Log } s_i^2\}$$

The data are homogenous if x_0^2 is lower than x_t^2 .

3.5.2 Hypothesis Testing

Hypothesis test is used to know whether the hypotheses proposed by the researcher are proved or not. The formula that is used in this test is Analysis of Variance Test (ANOVA). This test is commonly used to test the hypothesis of the mean comparative sample when the data is formed interval or ratio.

In this research, the researcher uses the analysis of variance (ANOVA) test called Univariate: Analysis of Variance Factorial Design. This design is used to analyze two data clusters which are followed by the attributive variable.

The formula of the test is:

To find out the gain between pretest and posttest of students speaking skill in the class taught by using discussion and role-play technique, the researcher applies the following formula:

$$g = \frac{S_{Posttest} - S_{Pretest}}{S_{Maximum} - S_{Pretest}}$$

Note:

g = the normalized gain between pretest and posttest

$S_{Maximum}$ = the maximum score between pretest and posttest

$S_{Pretest}$ = the score of pretest

$S_{Posttest}$ = the score of posttest

Criteria:

1. If $g \geq 0,7$, therefore the N-gain belongs to high category.
2. If $0,7 > g \geq 0,3$, therefore the N-gain belongs to middle category.
3. If $g < 0,3$, therefore the N-gain belongs to low category.

a. The total sum of squares:

$$\sum x_t^2 = \sum X_t^2 - \frac{(\sum X_t)^2}{N} =$$

b. The sum of squares between groups:

$$\sum x_b^2 = \frac{(\sum X_1)^2}{n_1} + \frac{(\sum X_2)^2}{n_2} + \frac{(\sum X_3)^2}{n_3} + \frac{(\sum X_4)^2}{n_4} - \frac{(\sum X_t)^2}{N} =$$

c. The sum of squares within groups:

$$\sum x_w^2 = \sum x_t^2 - \sum x_b^2 =$$

d. The between-columns sum of squares:

$$\sum x_{bc}^2 = \frac{(\sum X_{c1})^2}{n_{c1}} + \frac{(\sum X_{c2})^2}{n_{c2}} - \frac{(\sum X_t)^2}{N} =$$

e. The between-rows sum of squares:

$$\sum x_{br}^2 = \frac{(\sum X_{r1})^2}{n_{r1}} + \frac{(\sum X_{r2})^2}{n_{r2}} - \frac{(\sum X_t)^2}{N} =$$

f. The sum-of-squares interaction:

$$\sum x_{int} = \sum x_b^2 - (\sum x_{bc}^2 + \sum x_{br}^2) =$$

g. The number of degrees of freedom associated with each source of variation:

$$\text{df for between-columns sum of squares} = C - 1 =$$

$$\text{df for between-rows sum of squares} = R - 1 =$$

$$\text{df for interaction} = (C - 1)(R - 1) =$$

$$\text{df for between-groups sum of squares} = G - 1 =$$

$$\text{df for within-groups sum of squares} = (n - 1) =$$

df for total sum of squares = $N - 1 =$

In which

C = the number of columns

R = the number of rows

G = the number of groups

n = the number of subjects in one group

N = the number of subjects in all groups

Here is the table for summarizing 2X2 ANOVA

Table 3.4. The Summary for 2 x 2 Factorial Design

Source of Variance	SS	df	MS	F _o	F _{t(.05)}	F _{t(.01)}
Between Columns						
Between Rows						
Column by Row (Interaction)						
Between Group						
Within Group						
Total						

Furthermore, to know the interaction between the variables, the researcher uses the Tukey Test. The formula of the test is:

$$q = \frac{\bar{X}_{c_1} - \bar{X}_{c_2}}{\sqrt{\text{ErrorVariance} / n}}$$

$$q = \frac{\bar{X}_{r_1} - \bar{X}_{r_2}}{\sqrt{\text{ErrorVariance} / n}}$$

$$q_{(HC)} = \frac{\bar{X}_{c_1r_1} - \bar{X}_{c_2r_1}}{\sqrt{\text{ErrorVariance} / n}}$$

$$q_{(LC)} = \frac{\bar{X}_{c_1r_2} - \bar{X}_{c_2r_2}}{\sqrt{\text{ErrorVariance} / n}} \quad \text{or} \quad q_{(LC)} = \frac{\bar{X}_{c_2r_2} - \bar{X}_{c_1r_2}}{\sqrt{\text{ErrorVariance} / n}}$$

Criteria:

- 1) H_0 is rejected if $q_{\text{observation}} < q_{\text{table}}$.
- 2) H_0 is accepted if $q_{\text{observation}} > q_{\text{table}}$.

3.5.3 Statistical Hypotheses

The statistical hypotheses of the test are as follows:

1. The difference of students' speaking skill between those who are in discussion and role play technique.

$$H_0: \mu A_1 = \mu A_2$$

H_0 : There is no difference on students' speaking skill between those who are in discussion and role play technique.

$$H_a: \mu A_1 > \mu A_2$$

H_a : There is any difference on students' speaking skill between those who are in discussion and role play technique.

2. Students having low speaking anxiety have better speaking skill than those having high speaking anxiety.

$$H_0: \mu B_1 = \mu B_2$$

H_0 : There is no difference on students' speaking skill between high (B_2) and low (B_1) anxiety.

$$H_a: \mu B_1 > \mu B_2$$

H_a : There is any difference on students' speaking skill between high (B_2) and low (B_1) anxiety.

3. The interaction between the teaching technique, speaking skill and students' speaking anxiety.

$H_0: A \times B = 0$

H_0 : There is no any interaction between the teaching technique used (A) and students' speaking anxiety (B) on the students' speaking skill.

$H_a: A \times B > 0$

H_a : There is interaction between the teaching method used (A) and students' speaking anxiety (B) on the students' speaking skill.

V. CONCLUSION

This last chapter covers (1) Conclusion of this research; and (2) Implication and Suggestions from the research related to the conclusions of this research.

5.1 Conclusion

Based on the data analysis and the results of the questionnaire, the researcher concludes that the research findings for the eighth grade students of SMP Muhammadiyah 3 Bandar Lampung are as follows:

- 1) There is difference on students' speaking skill between those who are in discussion technique.

Discussion technique contributes a lot to the active learning process, as they create a climate, which helps to the advancement of the students' capacities and skills, which encourages them and opens for new knowledge. Discussion technique has the advantage of involving students much more actively in the learning process. Therefore, discussion technique is an effective technique in teaching speaking skill. It can be seen on the calculation that the mean of students' score taught using discussion technique (72.04) is higher than those who are taught using role-play technique (66.93). It can be concluded that the use of discussion technique gives significant result on students' speaking skill.

- 2) Students having low speaking anxiety have better speaking skill than those having high speaking anxiety.

The learners' characteristics such as low English proficiency, lack of preparation, lack of practice, fear of making mistakes and being laughed at, incomprehensible input, memory disassociation, and personality were the most common sources of students' anxiety. The very anxious student was very passive in speaking activity. These are the factors affecting the students who have low speaking anxiety have better speaking skill than those who have high speaking anxiety.

3) There is interaction between the teaching technique, speaking skill and students' speaking anxiety.

Based on the research finding above, it can be concluded that the implementation of discussion technique is effective to teach speaking for the eighth grade students of SMP Muhammadiyah 3 Bandar Lampung in academic year of 2017/2018. The effectiveness is affected by student's speaking anxiety. Therefore, there is an interaction between teaching technique (discussion technique and role-play technique) and students' speaking anxiety in teaching speaking skill for the eighth grade students of SMP Muhammadiyah 3 Bandar Lampung. In short, students having low speaking anxiety have better speaking skill than those having high speaking anxiety after they are taught using discussion technique. On the other hand, students having high speaking anxiety have better speaking skill than those having low speaking anxiety after they are taught using role-play technique.

5.2 Implication and Suggestion

The following section discusses about the implication and suggestion written based on the conclusions of this research.

- 1) There is difference on students' speaking skill between those who are in discussion technique.

Considering the first conclusion of this research, there are some implications and suggestions addressed to English teachers, students and other researchers.

a. English teachers

Discussion technique is proved to be an effective technique in teaching speaking skill. It implies that discussion technique suits the need of the students in order to learn speaking English well. It is because the discussion technique emphasizes on the activeness of the students and the exploration of students' knowledge. There are some steps of teaching using this technique. Firstly, the teacher chooses 7 active students to be the group leaders before the class is divided into 7 groups. It was done to make at least one active student in every group. Then every group chooses a topic provided by the teacher and discusses the topic in their own group. Every student is encouraged to be active to participate in learning process by using and exploring all of their knowledge about the topic. Students share and discuss it with their group. In the next meeting, one group has to present their discussion result in front of the class. The group has to convey their opinions to the topic they choose. The other students give responses or questions to the group. The group responds and answers the questions, and gives conclusion of the discussion. At last, the teacher provides comments, confirmation, and motivation to the group and all students. In this class, the

teacher has a function as a moderator. The teacher rules and keeps the traffic of the discussion and also helps the students to be active in speaking. In the following weeks, there will be one different topic to discuss. Teachers should apply the discussion technique in teaching speaking skill because it is proved to be a good technique.

b. Student

Discussion technique emphasizes on the students' group work activities, so that is why the students should be more active and involved in the teaching and learning process to improve their speaking skill. This discussion activity develops critical thinking skills, collaboration, and communication skill of all students. It encourages students to search knowledge, information, ideas, opinions which are suitable with the topic they are going to discuss. Students should explore and develop their knowledge as a base to speak or convey their opinions and ideas in speaking class actively.

c. Other researchers

The other researchers can conduct the same research to compare whether the result will be different and environment of the school affects the effectiveness of the technique. It will be very helpful to present invaluable reasons and theories to enrich the treasure of English teaching as a foreign language. They should always try to examine the best way to improve the students' speaking skill. The research will be well developed when it is continually studied and explored. Other

researcher can use the result of the study as the starting point to continue the next research.

- 2) Students having low speaking anxiety have better speaking skill than those having high speaking anxiety.

Regarding this second conclusion of this research, there are some implication and suggestion for English teachers and the students.

- a. For English teachers

Anxiety of the students took an important role in teaching and learning speaking. Anxiety is feeling of nervousness and fear of the students to talk in front of class. It was considered as the most problem faced by the students of ESL speaking class. Therefore, teachers should give consideration how to manage students' level of speaking anxiety so that it does not influence their speaking ability. Logically, students having high level of speaking anxiety get low score of speaking skill. However, if the teachers can help them to decrease their anxiety, it is possible for them to get high score.

- b. For the students

Students' speaking anxiety came to be a big problem for the students in speaking class. Theoretically, students having high level of anxiety have difficulties in sharing their ideas in front of others. They tend to be more silent in the class and afraid of getting chance to talk. Besides that, students having low level of anxiety came up to be more active in the class and did not have fear and nervousness to share their ideas. In this case, the students should be able to

manage their anxiety. The way to overcome anxiety is also different from one student to another. At first, they have to recognize the causes of their anxiety so that they can solve those. Finally, they can master all the aspects of speaking better.

- 3) There is interaction between the teaching technique, speaking skill and students' speaking anxiety.

The implementation of discussion technique gave influence to the students' speaking ability. It was also affected by the level of their speaking anxiety. Considering the characteristics of students having low speaking anxiety that they tend to be more active in the class, it is very suitable for the teachers to apply discussion in speaking class since discussion insisted the students to be more active and set aside their fear to share their ideas in front of others. The teachers are suggested to implement discussion technique in teaching and learning speaking to decrease students' speaking anxiety. The teachers are also hoped to be able to help their students managing their speaking anxiety so that the implementation of discussion technique can cope all the students with different level of speaking anxiety to master all aspects of speaking.

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