

## AN ANALYSIS OF THE AFFECTIVE STRATEGIES USED BY STUDENTS IN SPEAKING PERFORMANCE

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### Abstract

Speaking performance can be considered as activity of speaking in more formal setting such as speech and presentation. Speaker is expected to have positive attitude and confidence during the performance. Unfortunately, speaking can be so challenging due to problems that related to affective factors. Common affective problems in speaking in front of audience are anxiety and low-self esteem. When speakers are anxious, the symptom such nervousness, sweaty, and having bodily tense up, can inhibit them in having a good performance. Anxiety is stemmed from false belief about what audience may think about the performance, so the speaker experience fear. Low-self esteem relates to bad opinion and value that speakers put on themselves about their competence. One of the cause of low-self esteem is comparing oneself to another person. The act of comparing end with the bad feeling lack and inferior to other person. To combat low affective factors, there is affective strategy which can be applied before or during performance. this strategy can be divide as lowering anxiety, encouraging yourself, taking emotional temperature, and enhancing self-esteem. The use of affective strategy is expected to control speaker's emotion in balance or even more positive during speaking performance. with applying affective strategy, speaker can be more relaxed and enjoy speaking. thus, this strategy is a solution for dealing with negative emotion that may occure in speaking.

*Keywords: Affective, performance, anxiety, self-esteem*

### A. INTRODUCTION

In learning speaking, students need to apply strategies in order to enhance and develop their speaking ability. The definition of strategy is stated by Brown as, "Specific methods of approaching a problem or task, modes of operation for achieving a particular end, planned design for controlling and manipulating certain information". On the other hand, Rebecca defined strategy in more specific tone, "learning strategies are specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferrable to new situation". From the definitions, strategy in learning speaking is the specific methods or actions taken by the learner to make learning easier and more effective.

Among all of the strategies, indirect affective strategy is considered as the most crucial strategy in learning speaking. as we know, Indirect strategy is step

taken by learner to support and manage language learning without directly involving the target language. The affective side of the learner include emotions, attitudes, motivations, and values. Rebecca stated that the affective side of the learner was probably one of the very biggest influences on language learning success or failure. From the statement of Rebecca, the point that we can take is the successful progress in language learning mostly depend on affective factor of learner.

If the student do not apply the affective strategy to overcome their problem such as anxiety, it can be serious problem toward learning process. Anxiety can be a problem if it is out of control which become obstacle for student itself. As Brown stated, "One of the major obstacles learners have to overcome in learning to speak is the anxiety generated over the risk of blurting things out that are wrong, stupid, or incomprehensible". However, the good news is the students can consciously apply affective strategy which is very useful for them to combat anxiety and bring their affective factor back to positive.

Based on the researcher's preliminary research with 12 of fourth semester students of english department IAIN Bukittinggi on 2<sup>nd</sup> February 2017, problems were found related to speaking performance and affective factor. There are five questions in interview which afterward reveal the problems. The first problem was students had inappropriate assumption and belief toward speaking performance. Belief was the part of affective factor of the oneself. Students believe that speaking was the most difficult skill among other skills. For them, reading, listening, and writing are not as difficult as speaking. The students did not realize that their false belief about speaking could influence their performance.

The next problem was during speaking performance such as presentation, role-play, or speech in front of the class, students still nervous, tense and fear of being laugh by others. The negative feelings that described by students while speaking was categorized as negative affective factor or anxiety. It could built obstacle in the middle of learning process and even worst it could be a problem that created by student's self. The effect of negative feeling while speaking performance also described by students. They often forgot to what was going to say although they had enough preparation, or they became forgetful. The worst case was student could not think anything or 'blank' while speaking.

The last problem was students who have applied affective strategy to reduce or lowering the nervousness, found that the strategy was not really worked for them. From the answer given, from the question : do you apply strategy to overcome nervousness? does the strategy work?, students apparently used one of the affective strategy that was taking a deep and slow breath to release the tension of the body and make the brain calmer. The student also acknowledge that the strategy was always applied everytime when speaking performance. The problem was the strategy only effective in the beginning of the performance. As the time go on, the student tend back to experience tension and nervousness. it could be determined from the characteristic of anxiety : become forgetful, lose focus, and disfluency.

## **B. METHODS**

### **Design of the Research**

The design of this research was descriptive quantitative research. Descriptive research involved collecting data in order the test hypotheses or to answer question concerning the current status of the subject of study.<sup>1</sup> It meant that descriptive research would help researcher in collecting the data. In addition, quantitative research was the process of discovering knowledge by using numeral data as the instrument to find information about what was wanted to know. It meant that quantitative research used the data in the form of the numbers and statistic analyzing. So, descriptive quantitative is numeral related to statistic descriptive such as measuring scale, portrays graphic and variability. The data would be in numeral statistic and would be explained in narrative.

### **Population and Sample**

Population of this research was all of the fourth semester student which the total was 133. There were four classes in fourth semester : class A (31 students), class B (34 students), Class C (34 students) and class D (34 students). To get the sample, researcher took 25% of population based on the theory of arikunto of random sampling. The sample was 34 students which 8 students from class A and B, and 9 students from class C and D.

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<sup>1</sup> L.R.Gay, *Educational Research*, (New York : Macmillan publishing company, 1990) p.189

### C. TECHNIQUE FOR COLLECTING THE DATA

To collect the data, researcher used questionnaire with lickert scale. The questions were written in Indonesia and English in order the samples could be easily to understand and could answer the question and had better comprehension in English. The questions were arranged in Likert Scale which was used always, often, sometimes, seldom and never.

The way to collect the data as follows :

1. The researcher gave the questionnaire for students
2. The researcher gave time to students to answer it
3. The researcher collected the questionnaire

### D. TECHNIQUE FOR ANALYZING THE DATA

After the data was collected, the researcher conducted following procedures to analyzed them :

1. Analyzed the student's questionnaire based on kind of affective strategies in speaking to obtain information about the used of strategy.
2. The researcher calculated the frequencies into a table and put it into percentages, calculated means of the score obtain.

To find out the percentage of item, the researcher used formula as below :

$$P = \frac{f}{n} \times 100\%$$

3. To find the total score of each student in the used of Affective strategies, researcher calculated the frequencies that was answered by the students. The score of frequencies were :

The percentages of total score could be gotten by using formula :

$$N = \frac{Sp}{Si} \times 100\%$$

N : the final score

SP : Total score of student's answer in questionnaire

Si : Ideal score of questionnaire, the ideal score of questionnaire is 150 because the ideal score is total items (30) x highest score (5).

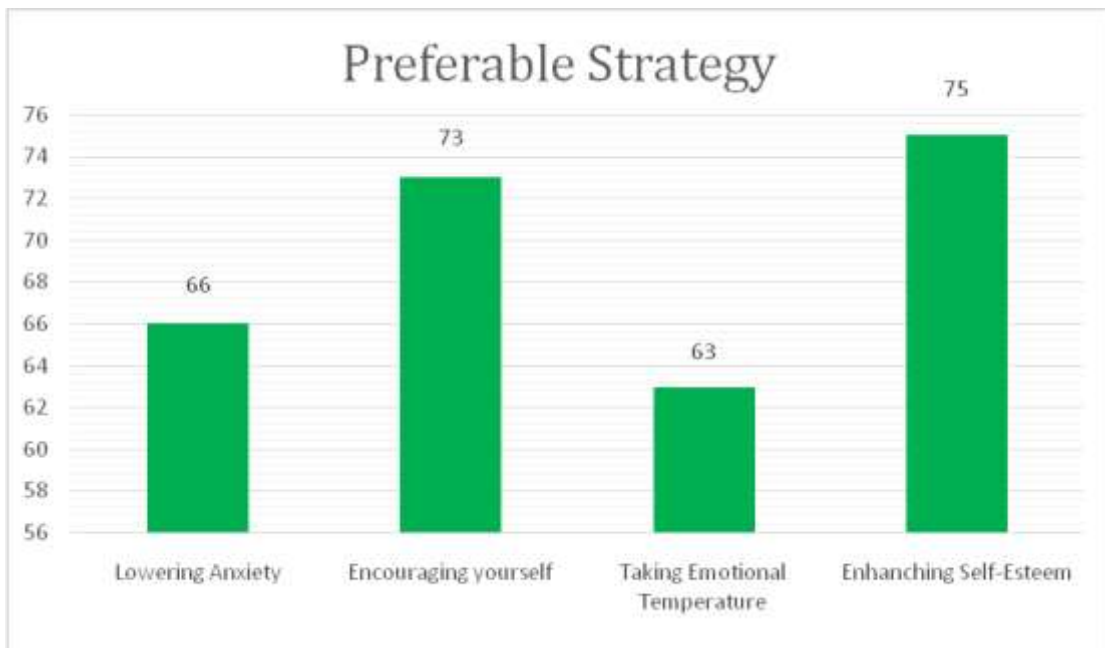
4. To categorize the level of the usage of Affective strategy among students, researcher used the table of category :

**Table 1 : the table of category**

The range of category	interpretation
76% - 100%	Good
56 – 75 %	Enough
40% - 55%	Low
<40%	Very Low

**E. FINDING AND DISCUSSION**

**figure4.1 : General Percentage of student’s answer**



The chart above explained the total percentage of the strategies used by students in speaking performance. the highest strategy that was chosen was Enhancing Self-Esteem strategy (75%), the second highest was Encouraging yourself strategy (73%), followed by Lowering Anxiety strategy (66%) and the lowest chosen strategy was Taking Emotional Temperature (63%). The percentage was gotten by finding the average of each strategy chosen by the

students. The total percentage above would be revealed further in the analysis of the data.

From the finding of the research, it shows the students of the fourth semester of english department used Affective strategies with high enough percentage for each strategies category. The affective strategies that used by student can be divided into four main cathegory :

1. Lowering Anxiety strategies

This strategy consists of 11 strategies. Overall percentage for this kind of strategy is 66% .In detail, students used this strategy with frequency of always in 17% or averagely 5-6 student who always apply the strategy. The often frequency get the high percentage which is 29% or 10 student who often use this strategy. Sometime frequency is the highest option for student to choose this strategy which is 31% or 11 student prefer this strategy. Only 4% of student who never use lowering anxiety strategy.

The 11 items for lowering anxiety strategies are using progressive relaxation, deep breathing and meditation, using music, using laughter, preparing and rehearsing, thinking successful outcome, be natural, focusing on the message, write the cause of anxiety and learning in a group.

2. Encouraging yourself strategy

In general, students prefer this strategy in 73%. This is better than lowering anxiety strategy. Student use the encouraging yourself strategy with variety of percentage. Student choose always for this strategy around 25% , and most student choose often with 35%, some student choose sometime with 26,4%, some student choose seldom with 11%, and few student never choose this strategy with only 3% of student.

This strategy consist of 6 strategies which are making positive statement, taking risk wisely, rewarding yourself, having goal or target, self perception of competence and organizing time effectively.

3. Taking emotional temperature

There are four items of this strategy, which are listening to your body, using a checklist, writing a language learning diary and discussing feeling with someone else. The general preference for this strategy was 63%. The detailed percentage of always frequency is 13%, and often frequency is 21%, the highest frequency is sometime with 33%, seldom 22% and the lowest frequency is never with 11%. This strategy is the lowest strategy that is chosen by the student.

#### 4. Enhancing self-esteem

Students use this strategy with high percentage in 75%. Students who always use this strategy from all of the sample is 29% or 10 student. The often percentage is the highest with 35% or 12 students. Student who answer sometime is 25%, seldom is 8% and the last one is never frequency with only 4% or 2 students who do not choose this strategy.

From 9 enhancing self-esteem strategies which are understand the problem, put yourself in the driving seat, value yourself, take charge of your belief, achieve your goal, change your perspective and conquer fears, averagely student use this strategy highly.

The description of students who apply affective strategy could be categorized into the table of category. This category can be divided into four level : good, enough, low, and very low. Each of the level contain each percentage which become standard or reference in grouping student into the category.

From student's score gotten through statistical calculation, researcher tabulate the data and then grouping it into table of criterion. 13 students from 34 total sample are the good user of affective strategy. 18 students were in enough level of the strategy. Only 5 student who are low user of the strategy.

## F. DISCUSSION

Affective strategy is one of the most crucial strategy in learning process. Affective side of learner include emotion, mood, perception, belief and value. If the factors of affective sides of learner are good, the outcome will be good also and if it bad, bad will follow. Student with good cognitive side such as IQ but low in affective side such as anxiety, low motivation, emotional up and down and less

confidence will not be successful in learning process. So, the affective strategies is aimed to control and enhanced the affective side of the learner in order to get the student balance both in cognitive and affective.

This research is aimed to answer two research question. to answer the research question, researcher conducted a descriptive quantitative research to describe the phenomena in numerical data in order to get the detail information. Sample of this research are 25% of total population of fourth semester which are 34 student from all classes. Then, instrument to collect the data is questionnaire with using likert scale. To find the result of research, data are analyzed with using percentage and mean formula.

## G. CONCLUSION

The two research questions that lead this research : how is the percentage of the affective strategy used by student in speaking performance and what is the description level of students in applying Affective strategies, have been answered through theories, methodology, and finding of this research. the way of answering the research question is analysis in quantitative form. So the finding will be numerical data.

Based on the analysis of the questionnaire, it can be concluded that students of the fourth semester of english department IAIN Bukittinggi use all of the affective strategies with different percentage of frequency. The higher percentage of strategy is enhancing self-esteem strategy with 75%. Continued by encouraging yourself strategy as the second higher percentage with 73%. Lowering anxiety strategy is 66%, and the last and less preferable is taking emotional temperature strategy with only 63%.

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