



**AFFECTIVE ISSUES IN SPEAKING FACED BY ENGLISH
AND ACCOUNTING DEPARTMENT STUDENTS**

(A Case Study of the Second Semester English and Accounting
Department Students of Semarang State University in the Academic
Year of 2014 - 2015)

a final project

submitted in partial fulfillment of the requirements

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in English

by

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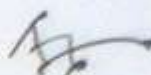
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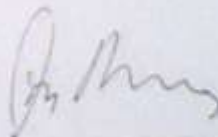
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DECLARATION OF ORIGINALITY

I, Syifaul Lathifah hereby declare that this final project entitled *Affective Issues in Speaking Faced by English and Accounting Department Students (A Case Study of the Second Semester English and Accounting Department Students of Semarang State University in the Academic Year of 2014 - 2015)* is my own work and has not been submitted in any form for another degree or diploma at any university or other institute of tertiary education. Information gained from the published and unpublished work of others has been acknowledged in the text and a list of references is given in the bibliography.

Semarang, August 2015

A handwritten signature in black ink, appearing to be 'Syifaul Lathifah', written on a light-colored background.

Syifaul Lathifah

MOTTO AND DEDICATION

“Yesterday is a history, Tomorrow is a mystery, and Today is a gift”

This final project is dedicated to:

My parents Siti Julikah and Sujar

My brother and sister

My bestfriends in Cat's Day Out

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First and foremost, the writer would like to express her deep gratitude to God, for His blessing He has given so that the writer managed to complete this final project.

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she studies in the English Department, Faculty Languages and Arts of Semarang State University.

The writer realizes this study is far from being perfect. Therefore, she really appreciates any suggestions for its improvement. She hopes that it would be useful for the readers.

Semarang, August 2015

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ABSTRACT

Lathifah, Syifaul. 2015. *Affective Issues in Speaking Faced By English and Accounting Department Students (A Case Study of the Second Semester English and Accounting Department Students of Semarang State University in the Academic Year of 2014 – 2015)*. Final project, English Department, Language and Art Faculty, Semarang State University. First advisor: Drs. Januarius Mujiyanto, M.Hum. Second advisor: Maria Johana Ari Widayanti, S.S.,M.Si.

Key words: Affective issue, speaking, college student

This study investigated the affective issues in English speaking that were faced by English and Accounting department students and its causes. The main goal of the study was to find out the similarities and differences of affective issues that were faced by the students of the two departments of Semarang State University in the academic year 2014 -2015. In this study, forty students in the two department consisted of three males and thirty seven females were being analyzed. A descriptive qualitative was used to elaborate the result of data analysis derived from the students' responses towards the interview questions and the class observation. In terms of findings, the study revealed that lack of self-confidence, fear of making mistake, and anxiety as the affective issues in English speaking faced by the students in the two departments. Those issues were commonly caused by internal and external side of the students. The external causes were other's reaction towards one's mistake and specific conditions that someone experiences while doing speaking English. Moreover, students' negative thought about others' perception towards them, ability, and personality became the internal causes that affected students in English speaking. In English department, fear of making mistake became the biggest affective issue. Meanwhile, in Accounting department, lack of self-confidence became the first rank affective issue faced by the students. Therefore, by using more varied speaking activities in class and a learning method with effective life long learners as its goal were suggested for the lecturers. For the students, it was better to get more exposure with different topics in English speaking and give positive reaction towards other's mistake.

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CHAPTER I

INTRODUCTION

This chapter is an introduction which explain background of the study, reason for choosing the topic, statement of problem, purpose of the study, significance of the study, and outline of the report.

1.1 General Background of the Study

This study investigates the affective factor issues in speaking faced by both students of English and Accounting department in Semarang State University. It is important since there are only few researches designating the affective factor issues in a university as the main topic though it has been introduced worldwide for years.

One of the constraints dealing with speaking skill in EFL classroom is that affective issue. It is the issue that can obstruct students' speaking performance which is originated from inside of the students related to their feelings, emotions and belief. Thornbury also (2005:25-26) stated that affective factor as the emotional side of human behavior can influence speaking fluency. A number of studies about second language acquisition have found several affective issues that are closely related to speaking. First issue is that lack of motivation. It means that students have no strong feeling to make them acquire the target language. Students often fail in exam since they feel no desire to learn English. As revealed

by Li & Pan (2009), those who have less motivation make no attempts in the process of language learning. From students perspective, English is often seen as ordinary school subject than its function as communication tool. As Yulia (2013) stated, they learn English because of practical reasons such as getting good score in National exam, fulfilling senior high school requirement, and well-paid job. In addition, some students confessed that their parents had no attention to their English improvement. In this case, teacher also gives contribution on the students' motivation. According to Juhana (2012), students' lack of motivation is influenced by the teacher's way of teaching. For instance, teacher gives only few feedback and attention to his students' speaking performance.

Second issue is language anxiety. Students feel shy and nervous when they are asked to speak in front of people since they get more grammatical language learning and reading comprehension instead of doing speaking practices. As Katemba (2013) found that even for students who are coming from urban and rural schools feel shy and nervous when they are asked to speak English in front of people. Astuti (2012) also revealed in her research that about 81.5% of respondents confessed that they learn English Grammar dominantly in the classroom and the teaching focused on the answering the reading passage exercise grammatically correct. 53% of respondents feel nervous while they are asked to speak English in front of many people. Finally, students are difficult to show a good speaking performance.

Next issue is that lack of self-confidence. Students believe that they have no capability to acquire the language. Students don't want to speak English since

they believe that their performance won't be good. Juhana (2012) found that lack of self-confidence is caused by fearing of making mistake, feeling shy of being laughed, and getting bad score. As a result, students who have less self-confidence in speaking class, will do few practices and it makes them hard for expressing their feeling or idea using English. Here, lack of self-confidence is related to another affective factors that are self-esteem or self-worth and inhibition or defenses of one's ego. As Brown (2000:147) stated, the weaker self-esteem, the stronger inhibition to protect lack of self-confidence in a situation or task. Moreover, Goh & Silver (2004:191) stated that harmful effects arise on the students language learning as long as they have negative emotional reactions inside. The facts as presented above indicate that teaching English speaking like in Indonesia needs properly prepared and special concern mainly on the treatment of the students' internal issues such as lack of motivation, language anxiety, less self-confidence and so forth related to their position as EFL students.

Through this study, the writer decides to conduct a research for exploring the importance of affective factor in second language learning, knowing the affective factor issues in English speaking faced by college students, whether it is felt by English and Accounting program and the cause of the issues. Hopefully, teachers can find effective solution for the affective factor issue and increase students' speaking performance after knowing what the issues are and the cause of it.

1.2 Reasons for Choosing the Topic

In conducting this study, the writer chooses affective factors as the topic due to some reasons. First, affective factor influences students' second language achievement, especially speaking skill. It means that as the emotional side of human behavior, affective factor influences students' attitude and participation during the language learning process dealing with speaking activity. Some studies showed that affective factor could give influence on students' speaking performance. Juhana (2012) stated that fear of making mistake, shyness, anxiety, lack of confidence, and lack of motivation hinder students from speaking in English class. As Minghe and Yuan (2013) revealed, attention to affective factors could improve language learning and teaching. Furthermore, Ni (2012) mentioned that students with high motivation, much self confidence, low level anxiety absorbed more language input and vice versa.

Second, the affective factor issue is faced by college students. Astuti (2012) found that college students feel emotion that disturb their speaking performance namely lack of confidence, anxiety, low motivation in English class. As Javed, et al. (2013) revealed, both Pakistani and Indonesian students at Islamia University of Bahawalpur have anxiety towards the English language learning. Moreover, Ozturk and Gurbuz (2014) stated that Turkish university students feel language anxiety, especially when they do English speaking. However, each affective factor derive from a number of causes. Tseng (2012) mentioned several causes of anxiety among language learners, namely the pressure by parents and teachers to get good marks at school in English, subsequent punishment or ostracism, self-belief that English is difficult to learn, and fear of foreigners as well as their

behavior. As Brown (2000:145) stated, people derive self-esteem from their personal experiences and other people judgements towards them. In addition, Juhana (2012) found that students' fear of making mistake is caused by their afraid of being laughed and students' lack of motivation is influenced by the teacher's way of teaching. As Crookes and Schmidt (in Goh & Silver, 2004:193) stated, learning process can influence learner motivation. Therefore, it is better for teachers knowing the affective factor issues felt by the students and the cause of it in order to get the effective solution.

For doing the research, the writer chooses Semarang State University as the location research for gathering the data since it is accessible and it can represent Indonesian college students in micro scale. For getting a complete data, the writer chooses English and Accounting department students as representative of EFL students and finds the possible affective factor issues that are faced by both departments and the causes of the issue itself. In this research, Accounting department is chosen as representative of non English department since it gives more attention to English course as major subject. Unlike other departments, it even has a bilingual class. In the same way, English department is chosen because it is the department that focuses on English teaching both education and literature. Therefore, both department students consider English as important subject. In addition, second semester students in academic year 2014 – 2015 are chosen because in this semester both Accounting and English department students are equally given English course.

1.3 Research Problem

For doing the study, the writer has formulated the following questions as research problems. These are:

- (1) What are the affective issues in speaking faced by the second semester students of English department?
- (2) What are the affective issues in speaking faced by the second semester students of Accounting department?
- (3) What are the similarities and differences of affective issues in speaking faced by students in the two departments?
- (4) What are the causes of affective issues in speaking faced by students of English and Accounting department?

1.4 Objective of the Study

Several objectives for doing the study have been decided by the writer, as follows:

- (1) To describe the affective issues in speaking faced by English department students.
- (2) To describe the affective issues in speaking faced by Accounting department students.
- (3) To describe the similarities and differences of affective issues in speaking faced by students in the two departments.
- (4) To describe the causes of the affective issues in speaking faced by English and Accounting department students.

1.5 Significance of the Study

This study is considered to achieve some significances, as follows:

- (1) For the students, this study is hoped to motivate them to practice English speaking with their partners in daily life confidently.
- (2) For the English teacher, the result of this study can give effective solution for the students dealing with student's speaking performance after knowing about the affective factor issues in their speaking class and the cause of it.
- (3) For institutions, this study will be additional references about affective factor issues, especially for the English Department of Semarang state university.

1.6 Outline of the Study

This study consists of five chapters. Each chapter contains different explanation related to the topic which is discussed.

Chapter 1 introduces the subject matter of the study. It covers background of the study, reasons for choosing the topic, statement of the problem, purposes of the study, significance of the study, and outline of the report.

Chapter 2 presents review of related literature about definition of speaking, teaching speaking in EFL context, definition of affect, affective factors that play role in speaking, college student characteristics as adult learner.

Chapter 3 shows the procedure of investigation. It explains about research design used, source of data, unit of analysis, instrument of collecting data, methods of collecting data, and method of analyzing data.

Chapter 4 explains the analyses and result. It concerns on the general description, result of the study, and interpretation of the data.

Chapter 5 delivers suggestion and conclusion. Last but not least the writer will shows Appendixes and Bibliography.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discusses reviews of related literature dealing with theoretical analysis of the research topic about affective issues in speaking faced by university students and the cause of the issues. The literature is divided into three main parts namely previous study, theoretical background, and theoretical framework.

2.1 Reviews of the Previous Studies

Some journals about affective issues in speaking have been conducted. The writer chooses some literature as previous studies that are close to the topic.

The first is a journal about the Pakistani and Indonesian student's anxiety towards the English language learning conducted by Javed et al (2013). The participants of the study were the postgraduate students of the Soegijapranata Catholic University, Semarang, Indonesia and The Islamia University of Bahawalpur, Pakistan. The result of this study showed that both the Pakistani and Indonesian students have anxiety towards the English language learning. The students stated that learning English is great for them, but they hesitated to speak in English. They worry about the teacher and fellow's negative response to their speaking performance like being laughed by others. Therefore, one of affective factor that influence the EFL students' speaking performance is that anxiety.

The second is a journal of case study conducted by Juhana (2012) about psychological factors that hinder students from speaking in English class and the

causes of the factors as well as the possible solutions to overcome the factors. It was Second graders at a Senior school of South Tangerang chosen as the sample. The result of the study showed that psychological factor such as fear of making mistake, shyness, anxiety, lack of confidence, and lack of motivation hinder students from speaking in English class. Therefore, it's better for teacher concerning on affective factor issue that faced by students.

The third is a journal entitled "Affective Factors in Oral English Teaching and Learning" conducted by Minghe and Yuan (2013). It explored several affective factors which facilitated students' oral English proficiency like motivation, attitude, personality, self-esteem and anxiety, cross-cultural awareness in college English teaching setting. The result of the journal showed that attention to affective factors could definitely improve language learning and the effectiveness of teaching, in turn, the affective classroom could contribute a significant way to educating learners affectively. Therefore, it's good for Indonesian teachers can create affective classroom for their students.

The fourth is a journal entitled "Psychological Problems in Acquiring Second Language" conducted by Kulkarni (2014). It investigated factors that were responsible in learning a second language. The journal finding showed that internal and external factors facilitate the learning of the target language by the language learner. Factor language learners fulfilled factors which affect language learning process, such as physical, psychology, exhaustion, family factors, school factors, etc. Therefore, psychology factor is closely related to the learning of target language.

The fifth is a journal entitled "The Factors Cause Language Anxiety for ESL/EFL Learners in Learning Speaking" conducted by Tseng (2012). It investigated the factors that language anxiety can possibly stem from, both within the classroom environment and out of classroom in the wider social context, and has recommended a variety of strategies to cope with it. The result of the study showed that there were several causes of anxiety among language learners, such as the pressure by parents and teachers to get good grades at school in English, lack of confidence in their ability to learn English, fear of making mistakes, subsequent punishment or ostracism, self-belief that English is difficult to learn, and fear of foreigners and their behaviour. Therefore, the cause of anxiety is not only from the students' inside, but also from the outside of the students.

The sixth is a journal entitled "Speaking Anxiety among Turkish EFL Learners" conducted by Ozturk and Gurbuz (2014). It was an English preparatory program at a state university chosen as the participants. It examined the level, major causes, determining factors of foreign language speaking anxiety and students' perceptions of it in a Turkish EFL context. The finding showed that most of students perceive speaking skill as an anxiety provoking factor. Then, pronunciation, immediate questions, fear of making mistakes and negative evaluation were the major causes of anxiety. Therefore, anxiety is an affective variable that can be caused from many sources.

The writer concludes that teaching speaking in Indonesia as a foreign language needs better preparation. In the teaching learning process, teachers not only have to concern on the linguistic factors, but also the affective factors themselves.

since the affective factor has strong influence on the student's success in second language acquisition. As facts shown above, EFL students face problem in speaking related to their internal side and it can be derived from various causes and the environment around the students as well. Therefore, a research about affective issues and the cause of the issues in second language learning need more attention as one way for teachers finding the effective solution dealing with the quality of students' speaking performance.

After reading those journals, the writer realizes that a topic about affective factor issues among English and non English department students has not been conducted. In that case, it has been one of the writer's motivation for conducting a case study about affective factor issues and the cause of the issues.

2.2 Theoretical Background

2.2.1 *General Concept of Speaking*

As part of human civilization, language is used as medium to communicate with others. For centuries, people did the communication by spoken and written language.

2.2.1.1 Definition of Speaking

In language learning, it is not only enough for someone understanding about the language knowledge, but also how to use the language. Among the four skills of a language learning that someone has to be mastered, speaking is considered as the challenging basic skill of the language use since it requires spontaneity.

Spoken language was used by people around the world as their daily communication device. According to Thornbury (2005:iv), speaking is the

communication ability between people that take turns in exchanging particular information. Meanwhile, Fulcher (2003:23) stated that speaking is the language use to communicate with others verbally. Brown, Burns & Joyce in Florez (1999:1) also defined speaking as the constructing meaning process by producing, receiving, and processing information interactively. Furthermore, Bailey (2005:48) stated that speaking is the language skill which is generated by the learners in oral form.

Based on definitions above, the writer concludes that speaking is the language skill of exchanging information and constructing meaning with others orally. Considering its function, speaking becomes one of the most crucial skill in language learning. By using this productive skill, people can express their intended purpose, feeling, ideas, opinions on any topics. In addition, this is one way for people around the world understand each other.

2.2.2 Teaching Speaking in EFL Context

In EFL classes, it is important for teacher introduce speaking as a skill. In this case, students is introduced the way to use the language not only by arranging a number of sentences, but also how to adapt those sentences in any situations. In addition, by acquiring speaking as knowledge only, students' learning will be limited to grammar and vocabulary acquisition. As Bygate (1987:1) stated, the recognition of knowledge and skill differences in teaching speaking is crucial. Bailey & Savage in Celce-Murcia (2001:103) also stated,

“speaking in a second or foreign language has often been viewed as the most demanding of the four skills.”

Practically, in EFL classes, all students speak the same first language and rarely use English as communication device outside the classroom. This situation makes students only get few practices in English speaking. As Bailey (2005:54) stated, the target language becomes a foreign language when the society don't use it as daily language communication. Learning to speak English in EFL classroom also faces constraint that comes from the students' psychology such as the feeling they feel when they use the foreign language in front of public. As Juhana (2012) revealed that several psychological factors that hinder students from speaking in English class, such as fear of making mistake, shyness, anxiety, lack of confidence, lack of motivation. Moreover, Thornbury (2005:39) also mentioned another difficulties that the learner-speaker faces break down into three main factors. First is knowledge factor. This means the learners facing difficulty in speaking because they don't have enough knowledge about aspects of the language that enables production, such as grammar, vocabulary, phonology, etc. Next, it is skills factor. The speaking difficulty appears since the learner's knowledge is not enough automated to ensure fluency, namely conscious awareness, appropriation, and autonomy. Furthermore, affective factor that comes from the feeling inside the student such as lack of confidence or motivation which might prevent fluency.

2.2.3 General Concept of Affect

In designing learning material or lesson plan, it's highly related to what outcome that teacher wants to achieve for his students. This is what we called domain of

learning. There are three domains of learning namely cognitive, affective, and psychomotor. In language learning, Arnold and Brown (1999:2) stated that affective domain becomes one of the factor that play important role.

2.2.3.1 Definition of Affect

When we talk about a language acquisition, we also talk about factor that involves in one's behaviour when acquiring the language. As base part of human behavior, the process of acquiring a language involves one's cognitive and affective.

Recently, the importance of affect in language learning has been introduced. According to Brown (2000:143), affect is related to emotions or feeling. He also added that affective domain refers to the emotional side of human behavior that arise from a variety of personality factors, feeling about others with whom they interact with. While Arnold (2009:145) stated that affects refers to emotions, feelings, beliefs, moods and attitudes which give highly effect on one's behaviour.

Based on definitions above, the writer concludes that affect is the emotions, feelings, beliefs that can change one's behavior and originate from inside of the person himself.

2.2.3.2 Affective factors that play role in speaking

Undoubtedly, one of the biggest issues in EFL classroom is that how to make the students don't feel reluctant in speaking. Moreover, speaking is a highly demanding skill in the second language acquisition. As a result, many researches have been conducted as effort to facilitate students in terms of the language acquisition. One of them is to find the relationship between affective factors and

the speaking achievement. Lots of studies shows that there are some specific affective factors in human behavior that give high impact on success in second language acquisition, such as self-esteem, inhibition, risk-taking, anxiety, and motivation.

Self-esteem is one of affective variable that give large contribution for students' achievement in speaking. Students with high self-esteem will do speaking often and this will give positive impact on their fluency since they get lots of practices. As noted by Coopersmith (in Brown, 2000:145), self-esteem is a personal convey of self-worthiness that the individual beliefs towards themselves. As Koosha et. al (2011) found in their research that the level of learner's self-esteem indeed has significant effect on the fluency of learner's speaking.

Inhibition or building defenses of one's ego is one of the affective factor that influence one's second language acquisition and it is closely related to self-esteem. Its manifestation is that lack of self-confidence . Those who are less self-confidence, build self-belief that they are not capable in a situation or task. Students with low self-confidence tend to have low English fluency because they believe that they cannot speak English well and do only few speaking practices. In addition, Scott (2005:39) also mentioned affective issue that the learner-speaker faces is that lack of confidence which might prevent fluency. Some studies revealed self-confidence influences speaking achievement. Juhana (2012) stated that students with lack of confidence tend to speak English reluctantly. Furthermore, Al-Hebaish (2012) found through his study that the higher the self-confidence, the higher score of one's oral presentation.

Another affective factor that decides students' success on English speaking is that risk-taking. As beginner in second language learning, it's better for students to get exposure as much as possible. Students should be brave to make mistake and being wrong. Moreover, in getting fluency, trial and error process is needed. However, those who are low risk-takers will often fear to make mistake and they will hesitate to speak. In addition, Juhana (2012) revealed in his study that one of affective variable that hinder student to speak is that fear of making mistake.

Next affective factor that highly impact students' speaking achievement is that motivation. As noted by Gardner (in Goh & Silver, 2004:193), motivation is a combination of effort, desire to achieve the learning objective, and good attitudes during the learning process. According to Harmer (2001:51), motivation is personal feeling that force someone to do things in order to achieve something. Therefore, students who are lack of motivation tend to often fail in acquiring the second language because they don't have desire to learn even for practicing the language through speaking. According to Brown (2000:162), there are two types of motivation, namely Instrumental and Integrative motivation. Instrumental motivation refers to motivation to acquire a language as means due to its practical benefits such as improving a career, reading technical material, passing the exam, and so forth. An integrative motive is employed when learners have deep interest to learn the target language and its culture. As revealed by Li & Pan (2009), both higher and lower achiever have instrumental motivation. While the high achievers have greater integrative motivation than the lower ones. Moreover, those who

have less motivation make no attempts in the process of language learning and often fail the exam.

When someone feels tension, nervous, worry for speaking in front of people, the person is experiencing a language anxiety. This affective factor is often destruct students' speaking performance. As Arnold stated (in Goh & Silver, 2004:190), anxiety is the most damaging affective in the learning process and it is easily noticed by particular indications such as feelings of tension, state of apprehension, nervousness and worry, as well as physical signs such as 'breaking out in a cold sweat' and nausea. Horwitz cited by Goh & Silver (2004:191) defined the language anxiety as combination of self-perception, beliefs, feelings and behaviour that arise from particular classroom situation during the learning process.

Studies have shown that anxiety highly influences the students' language achievement. Tianjian (2010) revealed that mutual influences existed between language achievement. Therefore, Ni (2012) suggested teacher should develop a relax class atmosphere in order to students have low level anxiety and attend classes attentively.

2.2.4 College Student Characteristics as Adult Learner

In language learning, age level is closely related to the teacher's teaching strategy. It means that teacher can adjust the students' age level before designing learning strategies. As Chen (2014) stated, different age level used different learning strategies. The higher age level, the higher learners encouragement to use social and functional strategies. In recent years, teaching language across age level

encompasses teaching children, teenagers, and adults. As Brown (2001:88-91) stated, children are those whose up to the age of about eleven. Meanwhile, teenagers are those whose age between twelve and eighteen. In addition, those whose age over eighteen are called adults.

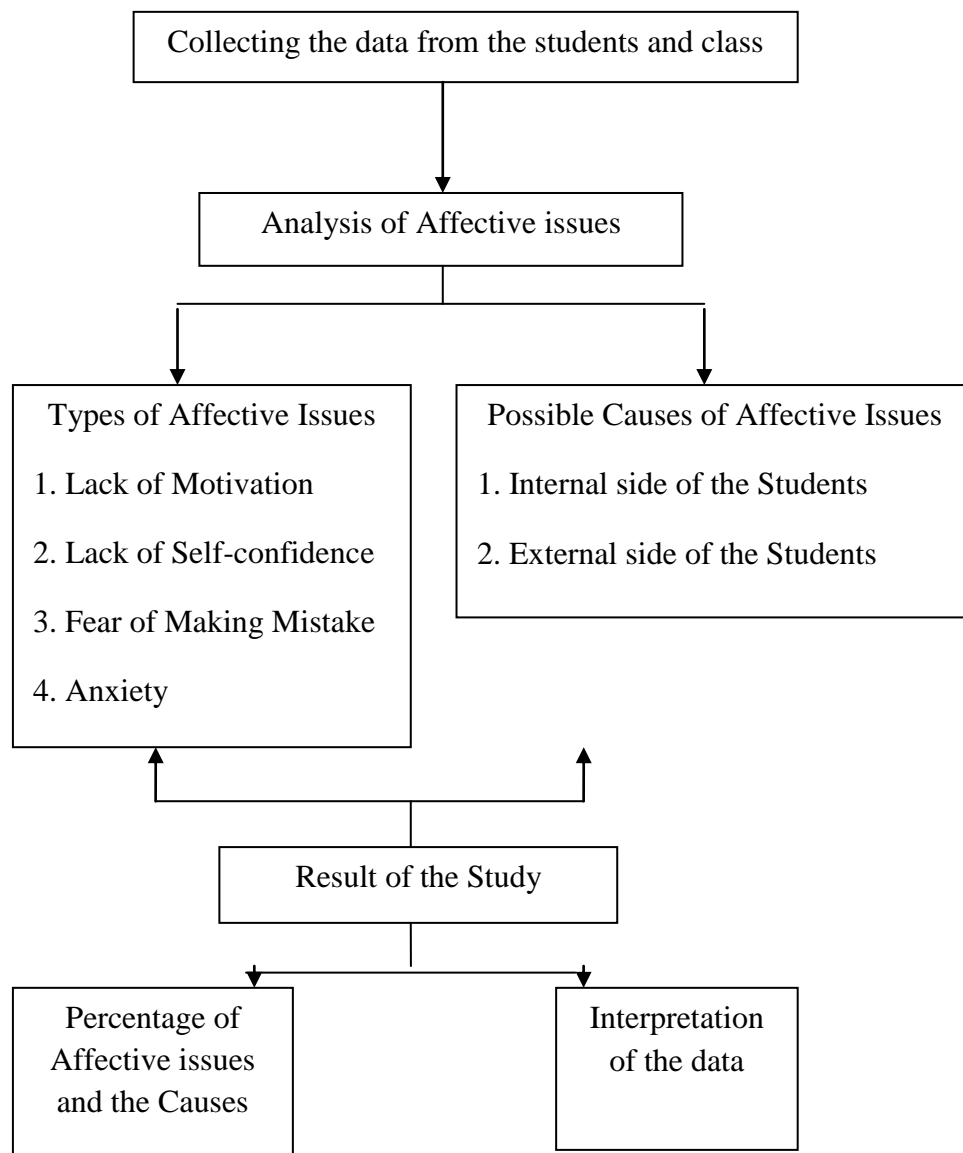
College students as adult learners have specific characteristics that teacher should take into account in order to get effective learning. According to Brown (2001:90-91), adult learners have higher cognitive than other age level. They can easily get sensory inputs on their imagination, their shyness level can be similar or greater than children. Unlike children, their language context is not limited by the context that can be only used in here and now. Besides, adults can easily understand abstract rules and concepts, have longer attention span and global self-esteem. In addition, it is not difficult for them understanding the teacher's explanation about specific linguistic features.

2.3 Theoretical Framework

In Second language acquisition, EFL students face difficulties in different main areas. One of them is Affective factor. While Arnold (2009:145) stated that affects refers to emotions, feelings, beliefs, moods and attitudes which give highly effect on one's behaviour. Based on preview studies about EFL learning issues, it can be noticed that some specific affective variables in human behavior play important role in second language acquisition like self-esteem, inhibition, risk-taking, anxiety, and motivation.

Therefore, in this research, the analysis is limited on affective issues which closely related to those affective variables, such as lack of motivation, lack of self-

confidence, anxiety, and fear of making mistake. For the sake of being reliable and valid in analysing the affective issues faced by the students and the cause of it, observation and semi-structured interview will be done. Briefly, the research plan is described in the following figure:



CHAPTER III

METHODS OF INVESTIGATION

This chapter explained research design, source of the data, unit of analysis, instrument of collecting data, methods of collecting data and methods of analyzing the data.

3.1 Research Design

In this study, the writer used a Qualitative design. By using the design, the writer presented a rich descriptive analysis of the main topic of this research. As Ritchie and Lewis (2003:2-3) stated, a Qualitative research aimed to provide in-depth understanding of the research participants related to their experiences, thought, history, social, and material situations. The analysis was displayed in words and supporting with simple quantitative data.

Finally, the analysis was used to know in detailed about affective issues in speaking and its causes among the second semester students of English and Accounting department of Semarang State University in Academic year 2014 - 2015.

3.2 Source of the Data

The data were originated from the responses of both students of English and Accounting department in Semarang State University related to the topic of this study.

Next, the writer chose the second semester students of English and Accounting department who were equally taking English course. Twenty students of each department were chosen as the participants of this research.

3.3 Unit of Analysis

In this study, the writer tried to find not only the students' affective issues in each department and its causes, but also the similarities and differences of affective issues they had.

There were two different groups of people that the writer compared, they were English and Accounting students of Semarang State University in Academic year 2014 – 2015. Therefore, the unit of analysis in this research was group.

3.4 Instrument of Collecting Data

In this research, the instruments of collecting data encompassed in depth-interview and observation, as described below:

3.4.1 Interview Guide

For obtaining the data about affective issue that were faced by the students and the cause of it, interview was used as the supporting technique. As Ritchie & Lewis (2003:36) stated, interview allowed the researcher for getting detailed investigation and understanding of someone's personal thought and response dealing with specific phenomena.

In this case, the writer tried to interview each participant for getting more detailed information about psychological phenomena related to the students affective issue and the reasons that made it happened. Since the sampling technique of this study was stratified purposive sampling, it addressed twenty

students of each department consisting of high, medium, and low achievers by considering their GPA.

A sheet and pen were needed to take notes of the data. Recorder was also needed to give the writer more information and make sure that she didn't miss any details. Here, the example of interview guide.

No	Affective Factor	Question
1	Motivation	<ul style="list-style-type: none"> • What is your motivation in learning English? • What is your parents' response to your achievement in English speaking skill? • How do your friend respond to your mistake in speaking English? • What will the society's response to you if you use English in your daily life? • Why does it take time for you making sentences in English speaking? • Will a boring class make you reluctant in stating opinion? If so, what is the reason? • What is your opinion about English as major subject in your department? • Why do you learn English only for the examination? • What is your opinion if your lecturer doesn't give response to your statement? • What do you think about English support to your carrier in the future? • Why do you feel bored in class during the lesson? • What do you do if you feel boring in class?

2	Anxiety	<ul style="list-style-type: none"> • What is your opinion about lecturer who scolds student's performance in front of class? • How do you feel when lecturer ask you an immediate question? • How do you feel when you are asked to speak using English in front of class? • Which one of these affective issues (lack of self-confidence, lack of motivation, fear of making mistake, anxiety) you face the most? And why?
3	Fear of making mistake	<ul style="list-style-type: none"> • Why do you feel shy when you are asked to speak in English? • What makes speaking English difficult for you? • How do you feel if you make mistake while speaking using English in front of others? • What is your lecturer's response to your mistake in speaking English? • How do your friend respond to your mistake in speaking English? • How do you feel if your friends bully you for making mistake in English speaking? • What is your opinion about having lots of mistake in English speaking?
4	Self-confidence	<ul style="list-style-type: none"> • How do you feel when your friend has a better performance than you? • What is your opinion about your fluency in English speaking? • Why do you feel unconfident in English

		speaking?
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3.4.2 Observation sheet

In this research, observation was used as main technique used for gathering the data. As Ritchie & Lewis (2003:35) stated, observation allowed the researcher investigating directly action, event, and experience without being the part of the population.

Finally, this technique enabled the writer for getting more information about what was happening as long as the teaching learning process in the two departments, especially about students' participation and physical appearance in class, the teacher' feedback to students, and then it would be written in the following observation guide.

No	Affective Factor	Aspect	Indicator
1	Motivation	Collins (1976) Eye contact, Vocal delivery, Overall energy level	Low: blank stare, poor articulation, appears tired or sleepy Medium: good eye contact, pleasant variation in pitch, maintains moderate energy High: wide open eyes, excellent articulation, constant degree of vitality and spirit
2	Self-confidence	Assertiveness, communication	Low: appearing anxious, avoid challenge

			<p>Medium: occasionally calm, hesitant to accept a challenge</p> <p>High: constantly calm, excited to accept a challenge</p>
3	Anxiety	Huberty, T. J. Physical appearance	Nausea, Excessive talking and perspiration, shaking or trembling
4	Fear of making mistake	Students participation	<p>Low: no response, never stating an opinion, occasionally ask a question related to material</p> <p>Medium: occasionally giving slow response, seldomly stating short opinion, often ask a question related to material</p> <p>High: often giving quick response, stating long opinion or completing other's opinion, often ask a question related to the material or another topic</p>

3.5 Method of Collecting Data

Various techniques were used for collecting the data, such as interview and observation. The data were derived from the students' responses towards the interview questions and observation related to their affective issues in speaking and the cause of it. For collecting the data, the writer did some steps below.

- 1) The writer decided the information that would be achieved for designing the instrument for collecting data.

- 2) The writer defined the sample of this study that are twenty second semester students from two different classes of English and Accounting department.
- 3) After making the instruments, the writer administered the interview schedule flexibly in the same time. It could be conducted either inside or outside the classroom.
- 4) Finally, to visualize the affective issues and the causes gathered from interview and observation, the writer used a worksheet.

3.6 Method of Analyzing Data

Before sharing her findings to the readers easily, it's better for a researcher making an effective analysis of the data. Effective analysis enabled the writer to focus on the data that she investigated and facilitated her on making rich interpretation. Therefore, the writer conducted a number of steps namely identifying the affective issues and the causes, comparing the result of the participants, and making interpretation.

3.6.1 Identifying the Affective Factor Issues and the Causes

By considering the students' responses towards the questions during interview, the writer identified the affective issues and its causes.

The results of observation were visualized in a observation sheet. Based on the observation sheet, it could be known the students' behavior in class, the students and teacher interactions, and the students participation in a discussion.

3.6.2 Comparing the Results of the Participants

After classifying the data, the writer found the similarities and differences of the affective issues and the causes among the two department students.

3.6.3 Making Interpretation

After identifying the affective issues and the causes in speaking among students of English and Accounting department, the writer made interpretation. For instance:

*“Actually, I feel nervous when teacher asks me an immediate question”,
said Respondent 1.*

Based on the response above, it could be concluded that the respondent 1 had affective issue that was anxiety. He just felt nervous to speak English because of an immediate question from the lecturer.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presented the conclusion of the study and suggestion for the readers of this study

5.1 Conclusion

Based on the aim of this study, it could be inferred that both English and Accounting department students face lack of self-confidence, fear of making mistake, and anxiety as their affective issue in speaking English. None of the students who had lack of motivation in learning English.

Equally, students in both departments faced the same affective issue in speaking English, such as lack of self-confidence, fear of making mistake, and anxiety. However, students in both departments had a difference dealing with the biggest affective issue they face in speaking English. In English department, fear of making mistake becomes the biggest affective issue. Meanwhile, in Accounting department, lack of self-confidence becomes the first rank affective issue faced by the students.

The causes of affective issue they faced in speaking English were derived from external and internal side of the students. The external causes of the students' affective issue are other's reaction towards their mistake and specific conditions they experienced while doing speaking English. Meanwhile, the

students' negative thought about people perception towards themselves, their own ability, and personality became the students' internal causes of affective issue in speaking English.

5.2 Suggestion

For the students, they were supposed to get more exposures with varied topics in English speaking both inside and outside the class. By practicing more, their conversation would sound smoothly. It could also minimize the mistake they probably made in word pronunciation and the grammar used since they were getting used to correctly pronounce many words in English and its grammar. Hopefully, students could give their classmate positive reaction for some mistakes he or she likely made in speaking English. It was better to correct the mistake in the end of the conversation or let the lecture to give the feedback instead of bullying, laughing, or correcting the students in front class in the middle of the conversation.

For the lecturers, it was useful to give students more varied speaking activities in speaking class. Furthermore, it was better to teach the students by using a learning method that creates effective life long learners as its main goal in order to the students could learn to speak English effectively both inside and outside the class.

For next researchers, it was recommended to find affective issues in nonformal education institutions like nonformal English language center since

formal and nonformal education institution could have different class atmosphere that influences students' affective domain in speaking English.

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APPENDICES

Appendix 1

Date/ Time: June 6 th 2015/ 10 a.m	
Name: Eka Dewi Farhani	
Department: English	
List of Questions	Answer
1. What is your motivation in learning English?	I love English since I was child. Besides, I am sure that English will help me get a job
2. What is your parents' response to your achievement in English speaking skill?	My parents are very proud of me, especially when I enter English department in Semarang State University
3. What is your lecturer's response to your mistake in speaking English?	She will promptly correct my mistake
4. How do your friend respond to your mistake in speaking English?	My friends usually don't pay any attention on my mistake
5. What will the society's response to you if you use English in your daily life?	They don't get it and think that it is strange
6. Why does it take time for you making sentences in English speaking?	I have to think the grammar first and I miss a word sometimes
7. Will a boring class make you reluctant in stating opinion? If so, what is the reason?	Nope. I will still state an opinion as it is needed
8. What is your opinion about English as major subject in your department?	I think it's good, especially for those who love English
9. Why do you learn English only for the examination?	I don't think so. It's better to practice it everyday
10. What is your opinion if your lecturer doesn't give response to your statement?	It's disappointing and I state my opinion to know whether it's right or wrong

11. What do you think about English support to your carrier in the future?	It will make me easier to get a job since it often belongs to requirement of a job vacancy
12. Why do you feel shy when you are asked to speak in English?	Because I'm afraid of making mistake
13. What makes speaking English difficult for you?	I can't speak English and its correct grammar automatically yet
14. How do you feel if you make mistake while speaking using English in front of others?	I feel shy. It would be good if there is someone that can correct me
15. How do you feel when your friend has a better performance than you?	It becomes my motivation to speak English as good as him
16. What is your opinion about lecturer who scolds student's performance in front of class?	I think it's bad. It will affect on the student's psychology and embarrass him in front of his classmates
17. How do you feel if your friends bully you for making mistake in English speaking?	I'm angry at them for bullying me
18. How do you feel when lecturer ask you an immediate question?	I feel nervous. It also takes time to think a good answer
19. What is your opinion about your fluency in English speaking?	I'm not speak Englis fluently yet
20. How do you feel when you are asked to speak using English in front of class?	I'm afraid of making mistake, nervous, and shy
21. What is your opinion about having lots of mistake in English speaking?	It's normal, but it would be better to learn from the mistake
22. Why do you feel bored in class during the lesson?	Because the teacher is not quite interactive with the students
23. What do you do if you feel boring in class?	Chatting with other students
24. Why do you feel unconfident in English	I'm afraid of making mistake and

speaking?	I don't like to be bullied
25. Which one of these affective issues (lack of self-confidence, lack of motivation, fear of making mistake, anxiety) you face the most? And why?	Fear of making mistake since I am afraid of making grammar mistake and I miss some words

Date/ Time: June 5 th 2015/ 1 p.m	
Name: Ngestia Noor Istianah	
Department: Accounting	
List of Questions	Answer
1. What is your motivation in learning English?	My motivation in learning English is that a game named Roleplayer. It requires us to interact with other player using English
2. What is your parents' response to your achievement in English speaking skill?	My parents are very proud of me
3. What is your lecturer's response to your mistake in speaking English?	She will promptly correct my mistake
4. How do your friend respond to your mistake in speaking English?	Some of them usually laugh at me and sometimes correct me
5. What will the society's response to you if you use English in your daily life?	They don't get it and think that it is strange
6. Why does it take time for you making sentences in English speaking?	I have to think what I'm going to say, especially the diction
7. Will a boring class make you reluctant in stating opinion? If so, what is the reason?	Nope. I don't pay any attention on that
8. What is your opinion about English as major subject in your department?	I think it's good, especially for our future in this global era

9. Why do you learn English only for the examination?	I don't think so. I practice a lot to get better performance
10. What is your opinion if your lecturer doesn't give response to your statement?	I think it's disappointing
11. What do you think about English support to your carrier in the future?	It will make me easier to get a job since it is international language
12. Why do you feel shy when you are asked to speak in English?	Because I'm a type of person who always feel nervous when doing public speaking
13. What makes speaking English difficult for you?	It's difficult to control myself for doing a public speaking
14. How do you feel if you make mistake while speaking using English in front of others?	I get confuse and blank. I don't know what I'm going to say
15. How do you feel when your friend has a better performance than you?	I'm being motivated to have better performance than him
16. What is your opinion about lecturer who scolds student's performance in front of class?	I think it's okay as long as it's for our good
17. How do you feel if your friends bully you for making mistake in English speaking?	So so. I know it's just a joke
18. How do you feel when lecturer ask you an immediate question?	I feel nervous then I got blank. It also takes time to think a good answer
19. What is your opinion about your fluency in English speaking?	I think I'm quite good at speaking English
20. How do you feel when you are asked to speak using English in front of class?	Nervous, yet excited
21. What is your opinion about having lots of mistake in English speaking?	It's normal, it's a process to get a fluent speaking English

22. Why do you feel bored in class during the lesson?	Because the teacher is not quite interactive with the students and the activities are monotonous
23. What do you do if you feel boring in class?	Playing with my gadget
24. Why do you feel unconfident in English speaking?	I'm a timid person or when I got less preparation
25. Which one of these affective issues (lack of self-confidence, lack of motivation, fear of making mistake, anxiety) you face the most? And why?	Nervous since I got blank when I speak in public often

Appendix 2

Date/Time:		Observer:			
Class:					
Subject:					
No	Observation aspects	Indicator	Yes	No	Description
1.	Student participation in class	Asking for a ... <ul style="list-style-type: none"> • No question • Question related to other topic • Question related to the lesson material 		
		For the lecturer's question or challenge, students give.... <ul style="list-style-type: none"> • No response • Slow response • Quick response 		
		Stating an opinion that is ... <ul style="list-style-type: none"> • Short • Long 		

	<ul style="list-style-type: none"> • Completing other's opinion 			
	<p>Student is silent because ...</p> <ul style="list-style-type: none"> • The class is boring • They less pay attention to the lesson • Teacher doesn't give a chance for them to ask • Taking notes • Feeling sleepy • Listening to the presentation • Having an exam 		
	<p>Students' other activities, such as ...</p> <ul style="list-style-type: none"> • Having a chat with other student • Having snack while listening to the lesson • Making excuse for leaving the class • Making permission to wash their hands • Using their handphone during the class • Laughing at their friend's performance • Giving a presentation • Bullying their friends • Taking a picture 			

		<ul style="list-style-type: none"> • Doing role play 			
2.	Lecture feedback	<p>Feedback on students' question</p> <ul style="list-style-type: none"> • Giving less response • Giving short explanation • Giving long explanation <p>Feedback on students' mistake</p> <ul style="list-style-type: none"> • Giving correctness • Giving negative evaluation • Getting mad • Scolding the student in front of class • Hitting the student <p>Lecture other activities, such as ...</p> <ul style="list-style-type: none"> • Making excuse for leaving the class • Explaining the material • Explaining the rules of the class • Calling a student to come in front of class • Giving an assignment • Using his handphone during the class 		

3.	Students physical appearance	<p>During the learning process, students have...</p> <ul style="list-style-type: none"> • blank stare • poor articulation • appears tired or sleepy • good eye contact • good articulation • maintains moderate energy • wide open eyes • constant degree of vitality and spirit • Nausea • Excessive talking and perspiration • shaking or trembling 		
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Appendix 3

No	English Department	Accounting Department
1	Agustina Norma Rahayu	Retno Ayuningtyas
2	Elsa Nindya Resita	Callista H.
3	Pamuji Novati Zetmi	Rika Nilam Sari
7	Nasimul Ummah	M. Arif Kurniawan
4	Firda Rizki N.	Kartika Putri
5	Putranto Adi P.	Ana Ariani
6	Umi Hani A.	Luluk Diyah Anggraini
8	Mela Maharani	Siti Kholifah
9	Farid Mustofa Kamal	Sova Alkaromah
10	Sarah. J. Adeline	Salbiah
11	Nisa Dwiyanana	Nur Annisa
12	Monica Intan S.	Sri Wardianti
13	Annisa Dian Utami	Ratri Sulistiyani
14	Umu Nisbatul F. Z	Dewi Ratnasari
15	Eka Dewi Farhani	Rizki Nur Astuti
16	Asa Nindya A. K	Sri Nur Hayani
17	Endah Eka H.	Aliffa Nururl Qomari
18	Firly Lutfiana P.	Ngestia Noor Istianah
19	Sholihatun Nastiti	Nurul Choiriah
20	Naela Hidayatul M.	Nurul Holifah

Appendix 4

	KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN UNIVERSITAS NEGERI SEMARANG FAKULTAS BAHASA DAN SENI Gedung B0, Kampus Sekaran, Gunungpati, Semarang 50229 Telp./Fax (024) 8508010, Email: fbs@unnes.ac.id Laman: http://fbs.unnes.ac.id
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Nomor : 2325/UN37.1.2/LT/2015
 Lamp. : -
 Hal. : Permohonan Izin Penelitian

Yth. Kepala Jurusan Bahasa Inggris Fakultas Bahasa dan Seni Universitas Negeri Semarang
 di tempat

Dengan hormat kami beritahukan bahwa dalam rangka penyusunan skripsi mahasiswa kami,

nama	: Syifaul Lathifah
nim	: 2201411036
jurusan	: Bahasa dan Sastra Inggris
program studi	: Pendidikan Bahasa Inggris
jenjang	: S1
tahun akademik	: 2015
judul	: Affective Issues in Speaking Faced by English and Accounting Department Students.

akan mengadakan penelitian di Jurusan Bahasa Inggris Fakultas Bahasa dan Seni Universitas Negeri Semarang , waktu pelaksanaan Mei 2015 s.d selesai. Untuk itu kami mohon Saudara berkenan memberikan izin kepada mahasiswa di atas untuk keperluan tersebut.

Atas perhatian dan kerja sama Saudara, kami sampaikan terima kasih.

Semarang, 20 Mei 2015
 Dekan,



Prof. Dr. Agus Nuryatin, M.Hum.
 NIP.196008031989011001

Tembusan:

1. Pembantu Dekan Bidang Akademik
2. Ketua Jurusan
3. Peringgal

FM-05-AKD-24



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Yth. Dekan Fakultas Ekonomi Unnes

di tempat

Dengan hormat kami beritahukan bahwa dalam rangka penyusunan skripsi mahasiswa kami,

nama : Syifaul Lathifah
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 program studi : Pendidikan Bahasa Inggris
 jenjang : S1
 tahun akademik : 2015
 judul : Affective Issues in Speaking Faced by English and Accounting Department Students.

akan mengadakan penelitian di Jurusan Akuntansi Fakultas Ekonomi Universitas Negeri Semarang, waktu pelaksanaan Mei 2015 s.d selesai. Untuk itu kami mohon Saudara berkenan memberikan izin kepada mahasiswa di atas untuk keperluan tersebut.

Atas perhatian dan kerja sama Saudara, kami sampaikan terima kasih.

Semarang, 20 Mei 2015

Dekan



Prof. Dr. Agus Nuryatin, M.Hum.
 NIP. 196008031989011001

Tembusan:

1. Pembantu Dekan Bidang Akademik
2. Ketua Jurusan
3. Peringgal

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01 Juni 2015

Hal. : Balasan Ijin Penelitian

Yth. Dekan Fakultas Bahasa dan Seni
Universitas Negeri Semarang

Memenuhi surat Saudara Nomor: 2325/UN37.1.2/LT/2015 tanggal 20 Mei 2015 perihal permohonan ijin penelitian atas nama tersebut di bawah ini:

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Judul Penelitian: "*Affective Issues in Speaking Faced by English and Accounting Department Students*".

Pada prinsipnya kami tidak keberatan yang bersangkutan untuk melaksanakan penelitian di Jurusan Akuntansi Fakultas Ekonomi Universitas Negeri Semarang.

Demikian ijin diberikan agar yang bersangkutan segera menghubungi pihak-pihak yang terkait.

Atas perhatian dan kerjasamanya disampaikan terima kasih.



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telah melaksanakan penelitian di Jurusan Pendidikan Ekonomi Fakultas Ekonomi Universitas Negeri Semarang pada bulan Mei 2015. Judul Penelitian "*Affective Issues in Speaking Faced by English and Accounting Departement Students*".

Demikian surat keterangan ini dibuat untuk dapat dipergunakan seperlunya.

Atas perhatian dan kerjasamanya disampaikan terima kasih.

25 Juni 2015



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