THE USE OF INSIDE-OUTSIDE CIRCLE TECHNIQUE AS AN ATTEMPT TO REDUCE STUDENTS' ANXIETY TO SPEAK ENGLISH

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by

Anjar Pangestu

2201414135

ENGLISH DEPARTMENT
FACULTY OF LANGUAGES AND ARTS
UNIVERSITAS NEGERI SEMARANG
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APPROVAL

This final project has been approved by board of examiners and officially verified by the Dean of the Faculty of Languages and Arts of Universitas Negeri Semarang on May, 2019.

Board of Examiners:

1. **Chairman**
   Prof. Dr. Muhammad Jazuli, M.Hum.
   NIP. 196107041988031003
2. **Secretary**
   Arif Suryo Priyatmojo, S.Pd., M.Pd.
   NIP. 198306102010121002
3. **First Examiner**
   Intan Permata Hapsari, S.Pd., M.Pd.
   NIP. 197402242005012001
4. **Second Examiner**
   Zulfa Sakhiyya, S.Pd. M.TESOL, Ph.D.
   NIP. 198404292012011047
5. **Third Examiner/Advisor**
   Rohani, S.Pd., M.A.
   NIP. 197903122003121002

Approved by

The Dean of Faculty of Languages and Arts

Prof. Dr. Muhammad Jazuli, M. Hum.

NIP. 196107041988031003

DECLARATION OF ORIGINALITY

I, Anjar Pangestu, hereby declare that this final project entitled THE USE OF INSIDE-OUTSIDE CIRCLE TECHNIQUE AS AN ATTEMPT TO REDUCE STUDENTS' ANXIETY TO SPEAK ENGLISH is my own work and has not been submitted in any form from another degree or diploma at any university or other institute or tertiary education. Information derived from published and unpublished work of others has been acknowledged in the text and a list of reference is given in the references.

Semarang, April 2019

Anjar Pangestu

MOTTO AND DEDICATION

"Indeed, there is ease within hardship"

(Al-Insyirah 94:6)

To:

- *My beloved parents, Diyono and Kus Wiyati*
- *My dear sibling, Dwi Ilham Maulana*
- *My best friends*
- *All of my friends who always support and pray for me*

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Semarang, May 2019

The Researcher

ABSTRACT

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This study was carried out to demonstrate what levels of anxiety that the students face to speak English and to know whether there is a significant difference on the reduction of students' anxiety to speak English between the students who were taught by using inside-outside circle technique and those who were not. According to Kagan (1994), inside-outside circle is a technique in which students move around and interact with each other. The instrument used was a questionnaire adapted from Foreign Language Classroom Anxiety Scale (FLCAS) made by Horwitz et al. (1986). This questionnaire was distributed to the students of Class VII H and VII I SMP Negeri 3 Ungaran. It was distributed twice; before and after the treatment was given. The results of the questionnaire were analyzed through SPPS 21.0 software. According to the results, in the pretest, the level of students' anxiety was in a high level of anxiety and then decreased into a moderate level of anxiety in the posttest. Meanwhile, the t-test showed that the sig. (2-tailed) value was 0.000. Therefore, it can be concluded that a significant difference on the reduction of students' anxiety to speak English was also found between the students who were taught by using inside-outside circle and those who were not.

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CHAPTER I

INTRODUCTION

This chapter presents an introduction of this research that includes background of the study, reasons for choosing the topic, research problems, and objectives of the study. Besides, this chapter also explains the significance of this study, hypotheses, limitation of the study, and outlines of the research report.

1.1 Background of the Study

English as a Lingua Franca becomes one of the compulsory subjects in our country (Sakhiyya, 2018). This condition causes students in Indonesia tend to have very limited exposure to English. This contributes to the difficulties and hindrance for them to achieve good English proficiency. The difficulties encountered by students can be in any skills or elements. As we know, English has four skills that need to be mastered by students. Those skills are listening, speaking, reading, and writing. However, in actual teaching, the percentage of teaching speaking is less frequent than the other three skills (Satriawati, 2014). The students are not given enough opportunity to speak or communicate in English.

This very limited chance of practicing speaking makes students anxious when they are required to speak English. Students experience various degree of anxiety. It is indicated by their body language when they are performing speaking in front of the class. According to Horwitz et al. (1986:125), “Anxiety is a feeling of tension, nervousness, apprehension, and worry related to the rise of the nervous

system." In addition, speaking in the classroom or in front of other students may cause some more anxiety (Price, 1991:106). It is because their worries of making mistakes or being laughed at by other students. However, many students and teachers are not aware of this case (Satriawati, 2014). They apparently just ignore this problem.

In speaking, without students realize, anxiety will influence their speaking performance in front of the class. Their hands and body are getting trembled and their mouth cannot produce words in a correct way. Consequently, the fear of making mistake makes them produce or give the wrong answers. In addition, they cannot think further about something. Therefore, to avoid making mistakes and being laughed at by their friends, they just keep silent. This condition just makes them become more anxious. Thus, to ensure the success of English education in schools, students' anxiety is a serious issue which cannot be ignored. However, Williams (2008) claimed that although there are some kinds of anxiety which give a bad contribution to students learning, there can be a good kind of anxiety as well. The anxiety can be good if students are able to manage it well.

In order to lessen the anxiety of students, teachers needs to create interesting techniques which are able to attract students to speak English. The researcher attempts to apply one of the cooperative learning techniques to overcome this problem. Cooperative learning itself is one of the learning methods suggested by *Undang-Undang Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional* (UU Sisdiknas), it is stated that teachers should create a learning process which makes the students more active rather than the teachers. Furthermore,

according to Kagan (1994), cooperative learning is a successful method in which small groups, containing students with different levels of ability, apply a variety of learning activities to improve their understanding to the lesson. Cooperative learning has many techniques that can be used to teach in a classroom. One of those techniques is inside-outside circle. It is a technique that will be implemented in this research. Kagan (1994) stated that inside-outside circle is a technique in which students move around and interact with each other. This technique enables students to communicate in front of their friends.

Based on the explanation above, this technique will give many chances for students to speak English. They will also be required to speak in front of their friends. Hopefully, this technique is successful to reduce their anxiety to speak English.

1.2 Reasons for Choosing the Topic

There are several reasons which base the researcher to choose this topic "The Use of Inside-Outside Circle Technique as an Attempt to Reduce Students' Anxiety to Speak English." Those reasons are mentioned below:

First, junior high school students are not good enough in practicing speaking. Moreover, most junior high school students are highly anxious, passive, and shy to express their ideas in English (Satriawati, 2014). Not to mention, students rarely speak English because they are afraid of making mistakes and to be laughed at by the other students.

Second, English teachers need a technique that can give a positive impact to the students in reducing their anxiety to speak English. They need a technique which gives students a lot of opportunities to speak English.

Third, the researcher would like to know whether the use of inside-outside circle technique is able to reduce students' anxiety to speak English. Hopefully, by using inside-outside circle technique, the students will be able to speak English confidently, so that they can actively participate in the learning process.

1.3 Research Problems

Based on the background of the study above, the researcher can state the research problems as follows:

(1) What levels of anxiety do the students face in speaking English?

(2) Is there a significant difference on the reduction of students' anxiety to speak English between the students who are taught by using Inside-Outside Circle technique and those who are not taught by using Inside-Outside Circle technique?

1.4 Objectives of the Research

The objectives of the research are as follows:

(1) to demonstrate what levels of anxiety faced by the students in speaking English, and

(2) to know whether there is a significant difference on the reduction of students' anxiety to speak English between the students who are taught by using Inside-

Outside Circle technique and the students who are not taught by using Inside-Outside Circle technique.

1.5 Significances of the Study

By conducting this study, the researcher expects that:

(1) Theoretically, the result of this study is expected to give contribution in the progress and success of teaching English, particularly in the field of speaking. After knowing the level of students' anxiety to speak English, it is expected that English teachers conduct a kind of modification in the leaning process so that students will not feel anxious to speak English anymore.

(2) Practically, the result of the study can be useful as the source of reference and it can also be useful to inform readers about the use of inside-outside circle to reduce students' anxiety to speak English.

(3) Pedagogically, the result of this study is expected to give motivation towards the students to speak English without felling nervous or anxious. In addition, the result of this study is also expected to give inspiration for English teachers on how to make chances for students to speak English.

1.6 Hypotheses

There are two hypotheses in this study. They are working hypothesis and null hypothesis. Working hypothesis (H_a): there is a significant difference on the reduction of students' anxiety to speak English between the students who are taught by using inside-outside circle technique and those who are not taught by using inside-outside circle technique. Null hypothesis (H_0): There is no significant

difference on the reduction of students' anxiety to speak English between the students who are taught by using inside-outside circle technique and those who are not taught by using inside-outside circle technique.

1.7 Limitation of the Study

This research fosuces on the use of inside-outside circle as an attempt to reduce students' anxiety to speak English by using a set of questionnaire. Generally, inside-outside circle is one of the techniques that can be applied to teach speaking. The researcher chose this technique because this technique can encourage students to speak in front of their friends.

1.8 Outline of the Study

This final project consists of five chapters. The organization of this final project is described as follows:

Chapter I is Introduction. It contains the general background of the study, reasons for choosing the topic, research questions, objectives of the study, significance of the study, hyphotheses, limitation of the study, and outline of the study.

Chapter II is Review of Related Literature. This chapter presents some previous studies and theories that support the present study. It also presents the theoretical framework of the present study.

Chapter III is Research Methods. This chapter consists of research design, research site, the subject of the study, variables, hypotheses, types of data, methods of data collection, and procedures of data analysis.

Chapter VI is Results and Discussion. It explains the results of the study and the discussion.

Chapter V is Conclusions and Suggestions. This chapter consists of the conclusions and suggestions from the researcher.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents literature that supports this research. It is divided into three sections. Those sections are review of previous studies, review of theoretical studies, and framework of the present study.

2.1 Review of Previous Studies

There have been many researchers conducted studies related to students' anxiety to speak English. Some of them aimed to reduce students' anxiety to speak English and some others aimed to know what anxieties felt by students to speak English. The followings are their studies.

The first is a study conducted by Atas (2014) which is entitled "*The Reduction of Speaking Anxiety in EFL Learners through Drama Technique".* This study was conducted at Kozan Anatolian Medical Vocational High School in the first term of the academic year 2013-2014. The participants of this study were 24 students who were chosen through purposive sampling. They were twelve grade students at the age of 18. To discover how drama influences the speaking anxiety of EFL learners, the data were obtained through pre and post-questionnaires, semi-structured pre- and post-interviews, and student diaries. Foreign Language Classroom Anxiety Scale (FLCAS), created by Horwitz et al. (1986) was used as pre- and post-questionnaire. During six weeks of drama course, the students wrote diaries which gave better insights into the effects of drama techniques. After six weeks of drama implementation, it was found that drama helped the students to

see their strengths and weaknesses, face their fear or nervousness, and overcome those negative feelings. The students who were always avoiding from speaking English started to raise their hands when the researcher asked for a volunteer.

The second is a study carried out by Dalisa (2014) which is entitled "*Reducing Anxiety in Speaking English through Pair Work".* This research aimed to reduce anxiety in speaking English through pair work of students of class eight B in SMP N 11 Pontianak. The researcher implemented Classroom Action Research that consisted of three cycles. The subject of this research was the second year students of class eight B in SMP N 11 Pontianak. They consisted of 38 students. In this research, the researcher used the appropriate method which is called Classroom Action Research (CAR). This research helped reducing students' anxiety in speaking English through pair work which was ordered by the researcher. The data were collected through observation checklist, questionnaire, performance test, and field notes. After conducting those steps, the researcher found that Pair Work reduced students' anxiety in speaking English in each cycle were 46%, 61.1%, and 78.4%. Pair Work helped students to speak up by means of pair dialogue card, pair blank dialogue card, and pair role play. In conclusion, pair work helped the teacher to reduce the students' anxiety in speaking English.

The third is a study done by White (2014) which is entitled "*The Use of CALL as a Means of Reducing Anxiety of Students Studying Abroad".* This study demonstrated what anxieties were felt by students, and then illustrates a case study of one study abroad program that had used Computer-Assisted Language Learning (CALL) in an attempt to reduce anxiety and lessen the gap between the

English classroom in Japan, and what students experience in an English speaking country. The population of this research was ten of 1st to 3rd grade undergraduate Information Science and Engineering students at a university in Western Japan. The instrument used was a Japanese translation of the Foreign Language Classroom Anxiety Scale (FLCAS). This study found that the use of CALL for students who are going to study abroad had a positive influence in reducing the anxiety of students through listening and repeating authentic videos.

The fourth is a study carried out by Hasan & Mustafa (2013) which is entitled *"Creative Drama: A Possible Way to Alleviate Foreign Language Anxiety"*. This study aimed to identify the language anxiety level of students studying at a Turkish state university, and investigate the role of creative drama in reducing language anxiety in speaking classes. To have a general picture of students, 565 students were administered an adapted version of the Foreign Language Classroom Anxiety Scale (FLCAS). Then, a one-group pre-test/post-test study was carried out with 22 randomly selected students who attended a 6-weeks creative drama program run by a researcher who had received creative drama and leadership training for 123 hours. The FLSAS (the adapted version of the FLCAS) was administered both at the beginning and end of the study. The findings from the questionnaires were analyzed through the SPSS 16.0 software. A statistically significant decrease was found in the language anxiety levels of students who participated in the creative drama program. Possible sources of language anxiety as well as the relationship between anxiety level and students' proficiency level, and classroom performance grades are elaborated upon.

The fifth is a study conducted by Wahyuni (2015) which is entitled *"Students' Anxiety in Speaking Class and Its Consequences toward Their Speaking Achievement".* The participants in this study were the 8th grade students of SMP Islam Al Azhar 21 Solo. A qualitative case study approach was employed. The data were taken through close questionnaire, in-depth interview, and participant observation. The result showed that students feel anxious when they faced speaking test. That was caused by the learners' characteristics and classroom procedure. The symptoms experienced by these anxious students were a psychological symptom. In relation to the speaking achievement, it was reported that speaking anxiety had a significant impact on the students' speaking achievement in all components of speaking.

For English teachers, it is necessary to give various teaching techniques to gain the students' interest in learning English. Based on the previous studies above, students' anxiety in speaking English can be reduced by some ways, so that the researcher attempts to use inside-outside circle as an alternative technique to reduce student' anxiety in speaking English. This technique is chosen because it enables students to have many chances to speak English. This is what makes this research is different from those previous researches. None of those previous researchers conducted their research by using inside-outside circle technique. Not to mention, the samples taken in this research are the seventh graders. This is probably the first research on students' anxiety to speak English whose participants are the seventh graders.

2.2. Review of Theoretical Studies

This section presents theories that support this study. They are definition of speaking, components of speaking, and types of speaking performance. It also discusses definition of anxiety, types of anxiety, foreign language anxiety, aspects of foreign language anxiety, cooperative learning, and inside-outside circle technique.

2.2.1 Definition of Speaking

Speaking is one of four skills in learning English that should be mastered by students. Burns & Joyce (1997) stated that speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information. The meaning depends on the context in which it occurs, including the participants, the physical environment, and the purposes of speaking. It is often spontaneous, open-ended, and evolving.

Another expert, Cameron (2001) said that speaking is an active use of language to express meanings so that other persons can make sense of them. Moreover, it is recognized as an interactive, social and contextualized communicative event. Another definition of speaking is that speaking, which is popular with term ‘oral communication’, is an activity involving two or more people in which hearers and speakers have to react to what they hear and make their contributions at a speed of a high level (Johnson and Morrow, 1981).

2.2.2 Components of Speaking

In teaching speaking, there are some components that need to be considered by the teachers. According to Harris (1974:75), there are five components to notice in speaking. They are as follows.

2.2.2.1 Fluency

In speaking English, to be easily understood, someone should speak fluently. According to Nunan (2003), a speaker can be considered as a fluent speaker if he/she is able to use the language confidently and quickly, with few hesitation or unnatural pause, false stars, word searches, etc. A speaker needs to realize where she/he should pause and stop his/her speaking in an appropriate time. Furthermore, a speaker is said fluent if he/she does not pronounce word per word. Therefore, a good speaker needs to be able to pronounce a word in speech into groups of words.

2.2.2.2 Grammar

It is clear that in order to be able to speak English correctly, it is necessary to know the rules in grammar. According to Fromkin & Rodman (1998), it is stated that 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 English since if someone does not master grammar rules, he/she cannot speak English correctly.

2.2.2.3 Pronunciation

Pronunciation is how people pronounce a letter or a word. Harmer (2001) stated that pronunciation is the way of producing or uttering the sound of the words meaningfully and accurately to be understood by others in communication such as different phonemes, rising and falling in intonation and stress. In order to pronounce words in the correct way is not easy for EFL learners. They have to master some elements in pronunciation, such as stress pattern, intonation, voice quality, etc. In addition, the students should be able to stress words in the correct place. Thus, the listener can understand the information that the speaker said. In addition, the students are required to be able to know the differences between risings and falling in intonation.

2.2.2.4 Vocabulary

Vocabulary is a very important part of language learning which can be used to determine students' speaking ability. According to Cambridge Dictionary, vocabulary can be defined as all the words which exist in a particular language or subject. If someone has many vocabularies, it will be easy for him/her to utter what he/she wants to say. Hence, the teachers are required to make more efforts to enrich the students' vocabulary. Nunan (2003:135) proposed four principles in teaching vocabulary:

(a) focusing on the most useful vocabulary,

(b) focusing on vocabulary in the most appropriate way,

(c) giving attention to the high-frequency words across the four strands of a course.

(d) encouraging learners to reflect on taking responsibility for learning.

2.2.2.5 Comprehension

The last speaking element is comprehension. In speaking English, in order to avoid misunderstanding, people have to comprehend what is said one another. According to the Cambridge Dictionary, comprehension is defined as the ability to understand completely and be familiar with a situation, facts, etc. Therefore, someone should take a look at the situation in order to understand what is said by people whom they speak with.

2.2.3 Types of Classroom Speaking Performance

There are several activities of speaking performance. Brown (2001:271) described six types of classroom speaking performance. Those six types are below:

2.2.3.1 Imitative

Imitative performance covers the ability to practice intonation and focus on certain particular elements of language. It seems like reproducing a word, phrase, or sentence. Imitating is carried out not for the purpose of meaningful interaction, but to focus on some particular element of language form such as pronunciation. Imitative speaking tasks are based on repetition. The students need to repeat a sentence that they hear. For example, the teacher says a sentence; “My father bought me a new bicycle yesterday”, then the students will imitate that sentence repeatedly until they can pronounce it correctly. By drilling, the students will achieve opportunities to learn the difficult words which are hard to be pronounced. They will listen and pronounce them repeatedly.

2.2.3.2 Intensive

Intensive performance focuses on practicing some phonological or grammatical aspects of language. This activity can be self-initiated or it can be a form of pair work activity. The example task or intensive speaking is reading aloud task. The tasks can be reading a dialog with someone else or reading sentences containing minimal pairs. The teacher will listen and evaluate the way the students speak in a series of phonological factors and fluency.

2.2.3.3 Responsive

Responsive performance includes interaction and test comprehension. However, it is a just short conversation, such as replies to a teacher or student-initiated questions or comments. These replies are usually sufficient and meaningful. Question and answer is the example of a responsive speaking task.

2.2.3.4 Transactional (dialogue)

Transactional performance is done for the purpose of conveying or exchanging specific information in a conversation. The focus on transactional dialogue is on what is said or done in some situations. It is very important to make someone understand the meaning of information in a conversation. Commonly, a transactional dialog happens in some places, such as a bank, supermarket, etc.

2.2.3.5 Interpersonal (dialogue)

Interpersonal dialogue is carried out for the purpose of maintaining a social relationship rather than exchanging facts or information. The example of interpersonal speaking performance is role-play, where the action or process of

talking about something is needed in order to maintain social relationship with one another.

2.2.3.6 Extensive (monologue)

Extensive monologue includes speech, oral presentation, and storytelling. The students have to share and explain ideas about their knowledge. This monologue can be planned or impromptu. For example, the students are asked to describe a story based on a series of pictures that the teacher gave.

From the explanation above, it can be concluded that there are many types of speaking performance that can be applied in the research. In this case, the researcher will use responsive performance. It is chosen because it is appropriate with the lesson which is mentioning and answering the name and the number of animals, things and public buildings.

2.2.4 Definition of Anxiety

Everyone feels anxious about something that is not comfortable for them. This feeling appears at certain times. For the students, it mostly happens when they have to speak in front of the class. Horwitz et al. (1986: 125) stated that anxiety is a subjective feeling of tension, apprehension, nervousness, and wrong associated with an arousal of the autonomic nervous system. Anxiety can give negative impact to someone' personality if he or she cannot manage it.

Mayer (2008:2) said that anxiety is a normal aspect of the life of a human, and it has a positive side too. Moreover, Griffin & Tyrrell (2007: 5) argued that if students can control their anxiety into positive feeling instead of being controlled

by it, they will reach optimal performance. For instance, when a student gets a bad score in his/her achievement and regrets it. The next exam, he/she will be worry about not passing the exam. He/she gets the motivation and studies so hard in order to achieve a good score. Otherwise, anxiety will become a problem, if it causes emotional pain and disrupts students. It will hinder the students to acquire the lesson, especially English as a foreign language.

Based on the explanation above, it can be concluded that anxiety is a normal feeling and everyone must have experienced it. Anxiety can be bad or good. It depends on how students manage it.

2.2.5 Types of Anxiety

It has been explained that anxiety is a normal feeling that everybody must have experienced. There are two types of anxiety. They are state anxiety and trait anxiety. Anxiety that arises when someone confronts such a specific situation is called state anxiety. Most people must have experienced state anxiety and it is also known as normal anxiety. According to Ormrod (2011), it is said that state anxiety is a temporary feeling of anxiety elicited by a threatening situation. It is nervousness or tension at a certain moment in responding to outside stimulus. This type of anxiety arises in a particular situation or in a stressful condition. This anxiety is not permanent. In other words, it is a situational anxious feeling that will disappear when an uncomfortable situation is gone.

However, in certain cases, anxiety arises more intense and lasts for long. This anxiety is called trait anxiety. According to Ormrod (2011), trait anxiety is a pattern of responding with anxiety even in non-threatening situations. It seems

like it is part of a person's character. People with trait anxiety tend to be more nervous and worry than most people and feel inappropriately threatened by several things around them.

Based on the explanation above, it can be said that state anxiety is more likely experienced by the students. They mostly feel anxious when they are facing a situation such as speaking in a foreign language class.

2.2.6 Foreign Language Anxiety

Foreign language anxiety is a serious problem in learning a foreign language because it can hinder students in acquiring their target language. Horwitz et al. (1986:128) stated that foreign language anxiety is a distinct complex of self-perception, beliefs, behaviors, and feelings deal with the classroom language learning process. Moreover, (Horwitz, 2001:121) stated that foreign language anxiety is a situation an of a specific form of anxiety that does not appear to bear a strong relation to other forms of anxiety, it deals with the language learning context. It means that there is a relationship between foreign language anxiety and language learning.

Anxiety can give a bad and good impact on the students who want to master a foreign language, especially English. It can be negative factor in learning English if students cannot manage or control their anxiety. Atas (2014) stated some reasons causing anxiety in learning a foreign language. They are as follows:

(1) Fear of public speaking

(2) Communicating orally

(3) Immature vocabulary

(4) Fear of making pronunciation mistakes

(5) Fear of being laughed at

(6) Taking an oral test

(7) Unpreparedness

(8) Error correction style of the teacher

(9) Worrying about being understood or not

(10) Low self-confidence

In short, anxiety is closely related to the students' achievement in acquiring English, especially in speaking skill. The students will be more difficult to acquire it if they have high anxiety. This happens because they are too afraid of making mistake or being laughed at by their classmates.

2.2.7 Aspects of Foreign Language Anxiety

Foreign language anxiety is caused by various aspects during the learning process. The primary sources of language anxiety stated by Horwitz et al. (1986:127) are communication apprehension (the fear of communicating with other people), test anxiety (fear of exams, quizzes, and other assignments used to evaluate students' performance), and fear of negative evaluation (worry about how others view the speaker). The followings are the explanation about those three.

2.2.6.1 Communication Apprehension

It is often seen that some students are afraid to communicate with their friends, especially in a foreign language class. Horwitz et al. (1986:127) stated that communication apprehension is a type of shyness characterized by fear of or

anxiety about communicating with people. This aspect plays a large role in foreign language anxiety. Students who have trouble to speak English in a group are most likely to experience even greater difficulty to perform speaking in a foreign language class where they are noticed by other students.

2.2.6.2 Test Anxiety

Test anxiety can occur when students are going to face an evaluation such as exams, quizzes, and assignments. Horwitz et al. (1986:128) said that test-anxiety refers to a type of performance anxiety stemming from a fear of failure. Students who are anxious in doing the test or exam in foreign language class are more likely to experience difficulty than those who are not. It happens because anxiety can disrupt their concentration in doing the test.

2.2.6.3 Fear of Negative Evaluation

In many cases, teachers give an evaluation to their students negatively. Although they do not mean it, this condition can cause anxiety and fear of negative evaluation. According to Horwitz et al. (1986:127), fear of negative evaluation is defined as an apprehension about others' evaluation, avoidance of evaluative situations, and the expectation that others would evaluate someone negatively. For example, when a student performs in front of the class and suddenly he/she becomes silent and anxious. It happens because he/she worries that other students or the teacher will criticize him/her.

Moreover, Young (1999) argues that in his survey on students' perspective on anxiety and speaking in the foreign language, many students reported that they

would be more willing to speak if they were not too afraid of making a mistake and being evaluated negatively in front of their teacher and their friends. It means that if the students are not sure of what they are saying, they will feel fear of negative evaluation from others and feel anxious as well. From those statements, it can be summed up that those three components of foreign language anxiety give a big impact on students teaching learning process especially in speaking.

2.2.8 Cooperative Learning

Cooperative learning is a learning method that allows students to be more active. According to Macpherson (2011), cooperative learning is part of a group of teaching or learning techniques where students interact with each other in order to acquire and practice the elements of a subject matter and to meet common learning objectives. It is more than just making students into some groups and hoping for the best.

Slavin (1996:48) also emphasized that cooperative learning could be applied to enhance the learning process. He stated that working in dyads or small groups, usually with some incentive or reward for the group's accomplishments, students are motivated in cooperative learning to help one another master the skills or learn the material.

In addition, Kagan (1994) defined cooperative learning as a successful teaching method in which small teams, consisting of students with different levels of ability, practice a variety of learning activities to improve their knowledge of a subject. Based on the definitions stated above, we can get several points that

should be applied in cooperative learning. They are a small group, working group, social interaction, working together, and helping each other.

2.2.9 Inside-Outside Circle Technique

Inside-outside circle is one of the cooperative learning techniques. It is called inside-outside circle because this activity requires the participants to form inside and outside circle. Kagan (1994) defined inside-outside circle as a technique in which students move around and interact with each other.

Based on the definition of inside-outside circle technique above, the researcher can conclude that this technique requires the students to interact and get familiar with their classmates. It helps each student to speak up together without feeling shy because they speak with their classmates. Therefore, this technique will be very helpful in providing them a lot of chance to practice speaking to their friends. The implementation of inside-outside circle technique according to Kagan (1994) is presented as follows:

(1) Students pair up and then the class forms two concentric circles with Partner A on the inside and Partner B on the outside. Partners face each other.

(2) Express a question and Partner A gives his/her answer with Partner B. Then Partner B gives his/her answer.

(3) Direct either the inside circle or the outside circle to rotate to the right or left.

(4) When the students have rotated they will have a new partner and the second and third steps are repeated.

Based on the explanation of inside-outside circle above, it can be concluded that this technique forces the students to speak up. It requires them to ask questions and share answers.

2.3 Framework of the Present Study

The following diagram is the framework of the present study. It explains the theories used in this research.

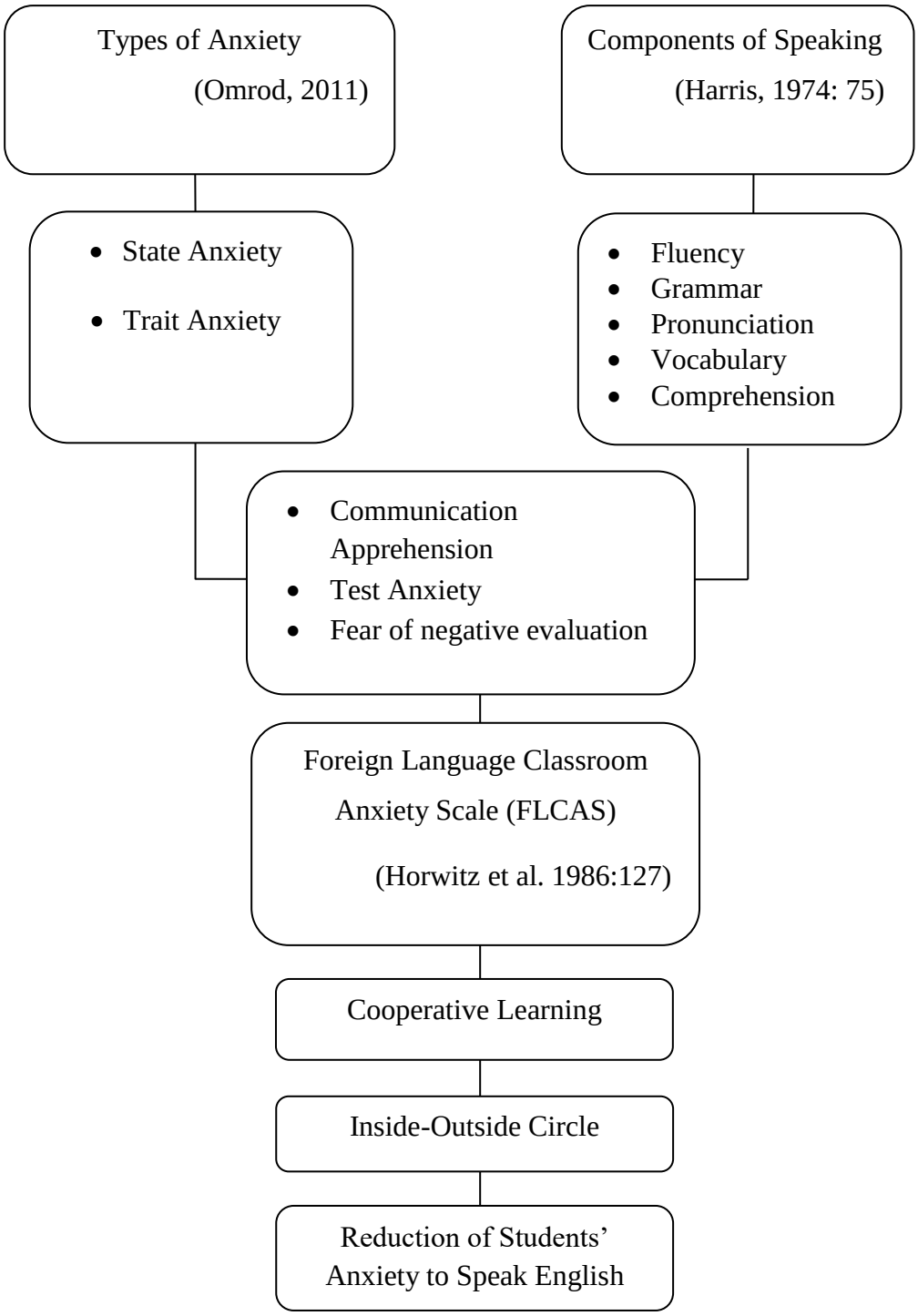

Diagram 2.1 Framework of the Present Study

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presents the conclusions of the research. It also contains suggestions from the researcher for the readers, academic field, and further researchers.

5.1 Conclusions

This research is a quasi-experimental research. It was conducted in SMP Negeri 3 Ungaran, the seventh graders to be exact. The objectives of it were to know what levels of anxiety the students face and to find whether there is a significant difference on the reduction of students' anxiety in speaking English between the students who were taught by using inside-outside circle technique and those who were not.

According to the results of the pretest, the mean score of the control group was 102.85 and the mean score of the experimental group was 101.36. They both had only a slight different score and were classified in a high level of anxiety. After having the treatments, the mean score of both groups changed. The mean score of the control group decreased to 97.55, while the mean score of the experimental group decreased to 86.48. It means that their level of anxiety also decreased from a high level of anxiety to a moderate level of anxiety. However, the decrease of the control group was only 5.3 point which meant there was only a very slight difference score between the pretest and the posttest of the control group. For the experimental group, the decrease of its mean score was 14.88 point.

In addition, the results of the t-test showed that the value of sig. (2-tailed) was 0.000. Since it was lower than 0.05, the researcher concluded that there was a significant difference between control group and experimental group. It means that Ha was accepted and H_0 was rejected. In other words, it can be said that the inside-outside circle technique is successful to reduce the students' anxiety to speak English.

5.2 Suggestions

From this research, it shows that the use of inside-outside circle technique succeeds to make students feel less anxious to speak English. It can happen because this technique requires students to speak English repeatedly. Therefore, the researcher offers some suggestions for teachers, students, and further researchers.

First, the English teachers should try something new in teaching. They need to find some techniques that give a lot of opportunities for the students to speak so that the students will not feel afraid when they have to speak English. As the results showed, inside-outside circle technique can be applied to encourage them to speak English. However, to be more vary, the teachers should find other techniques which can allow them to speak a lot as suggested by *Undang-Undang Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional* (UU Sisdiknas) which stated that teachers should create a learning process which makes the students more active rather than the teachers.

Second, the students should keep practicing to speak English. They need to get used to speaking English in order to be more confident. They also have to

change their perception that speaking is difficult. If they are still thinking that it is difficult, it will only hold them to speak and finally make them more anxious to speak English.

Third, for further researchers who want to study about this topic, the researcher suggests to find any other techniques that are more effective to reduce the students' anxiety to speak English. The researcher also hopes that this research can be useful for them as references to conduct their studies.

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