DESIGNING THE MODEL OF STUDENT ENGAGING ACTIVITIES FOR SPEAKING ASSESSMENT OF PROCEDURE TEXT BY MINIMIZING STUDENTS' ANXIETY

THESIS

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by
Dwi Amalia Putri
2003512064

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PENGESAHAN UJIAN TESIS

Tesis dengan judul "**DESIGNING THE MODEL OF STUDENT ENGAGING ACTIVITIES FOR SPEAKING ASSESSMENT OF PROCEDURE TEXT BY MINIMIZING STUDENTS' ANXIETY**" karya,

Nama : Dwi Amalia Putri

NIM : 2003512064

Program Studi : English Education

telah dipertahankan dalam Sidang Panitia Ujian Tesis Program Pascasarjana, Universitas Negeri Semarang pada hari Selasa, tanggal 21 Agustus 2018.

Semarang, 21 December 2018

Panitia Ujian

Ketua	Sekretaris
Prof. Dr. Tri Joko Raharjo, M. Pd.	Prof. Dr. Abdurrachman Faridi, M. Pd.
195903011985111001	195301121990021001
Penguji I	Penguji II
Prof. Dr. Dwi Rukmini, M. Pd.	Prof. Dr. Januarius Mujiyanto, M. Hum.
195104151976032001	195312131983031002

Penguji III

Dr. Dwi Anggani Linggar Bharati, M. Pd.

195901141989012001

PERNYATAAN KEASLIAN

Dengan ini saya,

Nama : Dwi Amalia Putri

NIM : 2003512064

Program Studi : Pendidikan Bahasa Inggris S2

Menyatakan bahwa yang tertulis dalam tesis yang berjudul "DESIGNING THE MODEL OF STUDENT ENGAGING ACTIVITIES FOR SPEAKING ASSESSMENT OF PROCEDURE TEXT BY MINIMIZING STUDENTS' ANXIETY" ini benar-benar karya saya sendiri, bukan jiplakan dari karya orang lain atau pengutipan dengan cara-cara yang tidak sesuai dengan etika keilmuan yang berlaku, baik sebagian maupun seluruhnya. Pendapat atau temuan orang lain yang terdapat dalam tesis ini dikutip atau dirujuk berdasarkan kode etik ilmiah. Atas pernyataan ini **saya secara pribadi** siap menanggung resiko/sanksi hukum yang dijatuhkan apabila ditemukan adanya pelanggaran terhadap etika keilmuan dalam karya ini.

Semarang, 10 Agustus 2018

Yang membuat pernyataan,

Dwi Amalia Putri

NIM. 2003512064

MOTTO AND DEDICATION

If you talk to a man in a language he understands, that goes to his head.
If you talk to him in his language, that goes to his heart.
Nelson Mandela

This thesis is dedicated to
English Language Education
Pascasarjana Universitas Negeri Semarang

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The writer realizes that there are still many weaknesses in this thesis. Therefore, suggestions and criticism are always welcome. The writer hopes this thesis will be useful for readers.

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Dwi Amalia Putri

ABSTRACT

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In Indonesia, English is learned as a foreign language. English becomes one of compulsory subjects that students need to learn in school. Students begin to learn English since they are studying in junior high school. Most Indonesian students speak Indonesian language and some students even speak in local language in their daily life. As a result, they lack of opportunities to use English and this situation may influence their English performance in school. English teacher may find out that their students do not feel confident in speaking English. Some students feel nervous or anxious every time they are asked to speak in English. Those situations are commonly found in foreign language class as described by Horwitz, Horwitz & Cope (1986). Moreover, in speaking assessment, students may feel more anxious and this feeling may hinder their speaking skill (Liu & Jackson, 2008; Phillips, 1992; Wilson 2006; and Woodrow, 2006).

This research aimed to design a model of student engaging activities for speaking assessment, specifically in procedure text. This study used the research and development (R&D) to create an assessment handbook that provided some engaging activities for speaking assessment purpose. Some instructional design models from different experts were adopted and adjusted in order to develop the product. There were five phases to be done in this research: defining, designing, developing, implementing and evaluating phase.

The results of the research showed the engaging activities were not effective for speaking assessment. The average of students' speaking in the experimental group was lower than in the control group. It is also obtained that the t-test < t table (0,167 < 1,697). Related to students' anxiety level, there were less students with low anxiety in experimental group. There were only 2 students with low anxiety level in the experimental group while there were 6 students with low anxiety level in the control group. From students' response, it was found that students in both groups enjoyed all the activities in speaking assessment. Students in the experimental group enjoyed the games and role play. Similar to control group, student enjoyed the class and found the reading activities useful. Students in both groups argued that the video project was little bit complicated.

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CHAPTER I

INTRODUCTION

In this part, the writer will present the background of the study, the reasons for choosing the topic, statements of the problem, the objectives of the study, the significances of the study, the scope of the study and the definition of the key terms.

1.1 Background of the Study

Many countries, such as Indonesia, have experienced education reform, particularly in their curriculum, several times in the last 50 years. Curriculum development is an attempt of the government to improve education quality. Indonesia is trying to shift the traditional view on education which used to be teacher-centered. Teachers took control in teaching and students' participation was very passive. In the last two years, Indonesia has released the latest curriculum called Curriculum 2013 which is a further step in the development of two previous curricula, Competence Based Curriculum 2004 and School Based Curriculum 2007.

The implementation of Competence Based Curriculum 2004 was the starting point of the education changes in Indonesia. Schools have started to use student-centered approach in which students are encouraged to be active learners and teachers act as a facilitator. In the following years, the government has attempted to decentralize the education system in Indonesia. The government

realizes that each school has different characteristics. In one school, students vary in their background, knowledge, ability and skill. The school facilities also differ from one school with another in different area. Therefore, School Based Curriculum 2007 enables schools to implement different approaches based on their need and schools have a control to manage how instructional practices need to be conducted. In the latest curriculum, the government attempts to polish the two previous curricula. Curriculum 2013 focuses more on the integrated learning for students. Each subject (e.g. math, science, social studies, English) should work together to contribute in the attempt to reach the national education goal that is to form students' character, skills and knowledge.

Based on Curriculum 2013, English is a compulsory subject that has to be taught to students in junior schools. English is considered to be foreign language because Indonesia has various local languages and one national language called Bahasa Indonesia. To learn English, students will take much effort because they do not have much exposure to English. English has different vocabulary and grammar from Bahasa Indonesia. Therefore, there is tendency for students to have difficulty in learning English. In addition, student might experience various feelings in learning English. According to Horwitz, Horwitz & Cope (1986), students may have feeling of anxiety when learning foreign language. Students can feel anxious or worried when they are asked to speak in foreign language. This kind of anxiety can contribute to undesirable result in language learning. Horwitz et al. (1986) state 'they [foreign language learners] may have an anxiety

reaction which impedes their ability to perform successfully in a foreign language class" (p. 125).

Horwitz et al. (1986) is considered to be the pioneer who proposed the term of Foreign Language Anxiety. They define foreign language anxiety as "a distinct complex of self-perceptions, beliefs, feelings and behaviors related to classroom language learning arising from the uniqueness of the language learning process" (Horwitz et al., 1986, p. 128). Foreign language anxiety described by Horwtiz et al. involves anxious feeling that students may have in different situations such as students who have difficulty in speaking foreign language, or students who get anxious because they fear of failure in testing or fear of negative evaluation. Aida (1994) also supports that in ESL classroom, students are likely to "experience anxiety and reluctance in communicating with other people or express themselves in a foreign language" (p. 157). In addition to test anxiety, Aida (1994) describes test-anxiety deals with the feeling when "students worry about failing to perform well" (p. 157).

Using the theory of Foreign Language Anxiety proposed by Horwirtz et al. (1986) there are some studies that have been conducted to investigate students' anxiety in foreign or second language learning. Some studies have shown the negative relationship between anxiety and students' language performance (Aida, 1994; Anyadubalu, 2010; Saito & Samimy, 1996; Sparks & Ganschow, 2007). More specific studies on speaking in relation to students' anxiety also have been done by researchers. The results revealed that students with higher anxiety in speaking gained lower score in their speaking performance (Hewitt & Stephenson,

2012; Phillips, 1992; Wilson, 2006; Woodrow, 2006). Other study showed apprehensive feeling that students had about speaking and tests (Liu & Jackson, 2008). Even though the results of some studies indicate the negative relationship between anxiety and language performance on students, Curriculum 2013 in which students learn English as foreign language never addresses the issue on language anxiety as well as language assessment that may impede students' language performance. The question then appears to be how to design activities to assess English speaking skill to students with different anxiety level.

A lot of engaging activities have been proposed to teach English which enable students to learn language in more enjoyable and interesting ways. Teachers may use games, song, and rhymes in teaching English (Ara, 2009; Wright, Betteridge & Buckby, 2006). However, the idea to implement these activities in their language assessment has not been addressed. When students can learn English in an enjoyable environment without any pressure, another question that might arise is why students cannot also have the same environment of joy to feel less anxious when they are being assessed.

Regarding with the language assessment, teachers also need to think about what materials that need to be assessed. In Curriculum 2013, there are some types of text that students need to learn in the English subject. One type of text is called procedure text which describes the steps on how to do something. Anderson and Anderson (1997) define procedure text as "a piece of text that gives us instructions for doing something" (p. 50). This material is considered to be authentic since students can find procedure text in their daily life. Giving

direction, telling manual instruction to do something or even explaining the recipe to friends are the examples of procedure text that can be found easily.

Given the issues explained above, this study aims to design the model of student engaging activities to assess speaking skill in procedure text by minimizing students' anxiety. The study will begin by investigating the information on what and how assessment is used by the teacher to assess the students' speaking skill in the junior high school. The result of investigation will be used to explore what kind of speaking activities are needed by students to minimize their anxiety. This study also aims to describe how the activities are designed and used as speaking assessment in procedure text. This study will use questionnaire to collect data from 8th grade students in the junior high school to investigate the students' anxiety on speaking assessment developed by the researcher. Then, the qualitative data will be collected as a follow up to explain the quantitative results from the questionnaire. In this phase, the tentative plan is to explore through interview about the anxiety of 8th grade students after they have speaking assessment developed by the researcher.

1.2 Reason for Choosing the Topic

Based on Curriculum 2013, students start to learn English in the junior high school. English is considered to be foreign language and it is compulsory subject that has to be taught in schools. Related to foreign language learning, Horwitz et al. (1986) posit that students may have feeling of anxiety when they are learning foreign language. This kind of feeling can contribute to debilitating

result on students' language performance. Horwitz et al. (1986) identify that student can experience various feeling in different situations such as they are getting anxious because of speaking in foreign language or they fear of testing or negative evaluation. Some studies have shown that negative relationship between anxiety and students' achievement and performance (Aida, 1994; Anyadubalu, 2010; Saito & Samimy, 1996; Sparks & Ganschow, 2007). Also, more specific studies have done to show the relationship between anxiety and students' speaking performance (Hewitt & Stephenson, 2012; Phillips, 1992; Wilson, 2006; Woodrow, 2006). The results revealed that students with have high level of anxiety gained lower score in their speaking performance. Therefore, there is a huge need for teachers to consider the anxiety issue particularly when they design the speaking assessment. Designing speaking tasks that enables students to feel less anxious is necessary so that the students can perform better and gain favorable result in the speaking assessment.

The use of song, rhymes and games to engage students in more enjoyable learning tasks has been implemented in language teaching and learning (Ara, 2009; Wright et al., 2006;). Those activities should be implemented in the assessment process as well. Combining engaging activities in the assessment particularly speaking assessment is very rare to be found. Therefore, an innovative idea to design enjoyable assessment is needed. In order to fulfill this need, the model of student engaging activities is proposed to assess students' speaking skill, particularly in English procedure text as one of materials taught in 8th grade level of junior high school based on Curriculum 2013.

1.3 Research Questions

Given the reasons above, this study attempt to address some research questions which are formulated as follow:

(1) How does the English teacher assess the students' speaking skill in procedure text?

(2) How is the model of student engaging activities designed for speaking assessment of procedure text by minimizing students' anxiety?

(3) How effective is the model of student engaging activities for speaking assessment of procedure text by minimizing students' anxiety?

1.4 Objectives of the Study

The objectives of this study are:

(1) Analyzing speaking assessment for procedure text used by the teacher in the class

(2) Analyzing the process on how to design the model of student engaging activities for speaking assessment of procedure text by minimizing students' anxiety

(3) Analyzing how effective the model of student engaging activities for speaking assessment of procedure text by minimizing students' anxiety

1.5 Significances of the Study

It is expected that this study will give some contributions as follow:

(1) Theoretically, this study can obtain useful information on existing speaking assessment used by teachers in school. It also gives some insights into research on assessment, particularly research on designing the model of student engaging activities for speaking assessment since the numbers of researches about assessment are very limited.

(2) Pedagogically, this study can help teacher in designing the model of student engaging activities for speaking assessment. The initiative of implementing the model of student engaging activities is only one of ideas to create speaking assessment interesting. Teachers can develop their own assessment using various activities.

(3) Practically, this study can offer some advantages as follow:

a. For students, the model of student engaging activities can provide the students with the different experiences and nuances of assessment. Students will feel less anxious when they are being assessed by the teacher and it can help them to get a good mark in learning.

b. For teachers, this model can be used as a tool to assess the students' speaking skill in learning procedure text. Besides, this study can enrich teachers' knowledge about how to design the model of engaging activities-based assessment in which teachers can develop their own assessment.

For educational authorities, this model can be a good recommendation to be implemented in junior schools since there is only limited model that employs the concept of engaging activities used in assessment.

1.6 Scope of the Study

In line with the objectives, this study aims to design the model of student engaging activities for speaking assessment of procedure text. Also, the model of engaging activities used in the speaking assessment is designed to minimize the students' anxiety. The scope of this study includes assessment which focuses on speaking assessment only, not other language skills such as listening, reading and writing. The material used in the speaking assessment is English procedure text which explains the instruction of doing something. Despite the fact that the model of engaging activities designed in this study is possibly used in other types of text such as descriptive and report, the try-out is carried out for the speaking assessment in English procedure text. This study investigated the students' anxiety particularly when they are having speaking assessment.

In this study, the writer uses some specific key terms. In order to avoid ambiguity and misunderstanding, explanation of each key term. First term is engaging activities. When students are engaged in learning activities, they will learn more in the class. Student's engagement expresses "the behavioral intensity and emotional quality of a student's active involvement during a learning activity" (Jang, Reeve, & Deci, 2010, p. 588). Creating the right classroom climate for learning affects how much students engage and learn (Goss, Sonnemann, & Griffiths, 2017). Therefore, it is important for teachers to provide activities that can engage students in learning. In line with the purpose of the study, engaging activities are defined as activities that can engage students to learn.

Second term is speaking skill. Speaking is basically an ability to speak a language (Luoma, 2004). It seen as an interactive process because when someone is speaking, he is constructing meaning that involves producing, receiving, and processing information (Brown 1994, Burns & Joyce, 1997). Speaking has some features such as it uses spoken language, it has a meaningful interaction and it is seen as a social and situation-based activity (Luoma, 2004).

Third term is procedure text. According to Anderson and Anderson (1997), procedure text means "a piece of text that gives us instructions for doing something" (p. 50). The social function of the text is "to describe how something is accomplished through sequence of actions or steps" (Wardiman, Jahur & Djusma, 2008, p. 154).

The last term is anxiety. Anxiety is generally defined as "a state of apprehension, a vague fear" (Scovel, 1978, p.134 as cited in Mukminin, Masbirorotni, Noprival, Sutarno, Arif & Maimunah, 2015, p. 218). In more detailed explanation, Horwitz, Horwitz & Cope (1986) define anxiety as "a distinct complex of self-perceptions, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of the language learning process" (p. 128).

Related to the outline of the study, this study is divided into five chapters. Chapter I is introduction which discusses the background of the study, the reasons for choosing the topic, problem statements, objectives of the study, scope of the study and definition of key terms. Chapter II is review of related literature. There are three main parts discussed in this chapter. First part is about review of

previous studies from different journals. The second part is theoretical review and it covers some major topics related to this study such as speaking assessment, speaking skill, foreign language anxiety and engaging learning activities. The last one is theoretical framework that gives a big picture on how each topic is related in this study. Chapter III is research methodology. This chapter covers some topics which are research design, participants, instrument of the study, model of educational R & D, stages of research and development, and limitation of the study. Chapter IV is findings and discussion. The chapter is divided into three main parts that give answers on each research problem. The first part discusses the assessment used by teacher to assess speaking skill in the school. The second part explains the steps on how the model of engaging activities for speaking assessment is designed. The third one talks about the effectiveness of the model when it is implemented in the class. Chapter V is conclusions and suggestions. This chapter describes the conclusions from the research findings. It also gives some suggestions for further research.

CHAPTER II

REVIEW OF RELATED LITERATURE

In this review of related literature, there are there main parts that will be discussed. The first one is about review of previous studies. Several studies related to speaking assessment and foreign language anxiety are explained in the following section. The second one is the theoretical review that deals with the topic of the study. The last one is theoretical framework that serves as a road map of this study.

2.1 Review of Previous Studies

This part discusses a few number of studies done by researchers. The studies reviewed in this section deal with foreign language anxiety, different kinds of speaking activities, the use of games in teaching speaking, speaking assessment and some studies that used R&D design. Those topics are closely related to the aim of this study that is to develop engaging activities for speaking assessment. The discussion of previous studies will be described as follow.

The most prominent study investigating foreign language anxiety was done by Horwitz, Horwitz, & Cope (1986). They argue that anxiety exists when students are learning foreign language. Their argument is supported by some studies reporting the relationship between anxiety and students' language performance (Aida, 1994; Phillips, 1992; Saito & Samimy, 1996; Sparks & Ganschow, 2007). Those studies investigated students' anxiety in different

languages. Aida (1994) and Saito & Samimy (1996) examined students who were learning Japanese as a foreign language, while Phillips (1992) did research on students' who learned French. Similarly, Sparks Ganschow (2007) did their investigation on students who learned foreign languages (Spanish, French, German). Generally, their findings showed that anxiety had negative correlation with students' language achievement. The results indicated that students with low level of anxiety are likely to achieve higher score and students with high level of anxiety tend to obtain lower score.

Those studies have given insights on foreign language anxiety issue. Most studies believe that foreign language anxiety has potential impact on students' language achievement. The result of their findings is very eye opening and it makes the writer more aware on this issue. Therefore, the writer attempted to investigate the issue on foreign language anxiety on students' achievement especially in students' speaking performance.

The term of foreign language anxiety also includes the students' experience when they learn English as a foreign language just like in Indonesia. Many researches have been done to investigate students' problem when they are learning English, especially in speaking skill. Jannah & Fitriati (2016) investigated psychological problems faced by students in speaking. The three major problems experienced by the students are: 1) they were afraid of making mistakes because they were worried that their friends would laugh at them; 2) they were shy and they lacked of confidence; and 3) they were anxious in speaking English. More specific studies on language anxiety are done by Anandari (2015),

Khusnia (2017), Marwan (2008) and Mukminin et al. (2015). Those studies attempted to identify the factors contributing to language anxiety among Indonesian students in learning English. Some other studies examined variables related to foreign language anxiety. For example, a study done by Aydin, Harputlu, Çelik, Uştuk, & Güzel (2017) investigated the effect of age, gender, and grade on foreign language anxiety. In more specific study on gender and foreign language anxiety, Ma'mum (2012) reviewed theoretical researches about the anxiety on female students in learning English.

Given the issue above, the next question that may arise is whether there is relationship between foreign language anxiety and students' English achievement. A number of studies have investigated the relationship between these two (Anyadubalu, 2010; Ariani, Sunggingwati, & Iswari, 2012; Hewitt & Stephenson, 1978; Liu & Jackson, 2008; Wilson, 2006; Woodrow, 2008). All of those studies obtained a similar result. The correlation between foreign language anxiety students' speaking performance score was found significantly negative. Students who were less anxious perform better than those who have higher anxiety level in English performance, especially speaking.

Other studies were done to investigate the influence of foreign language anxiety and students' language achievement with other variables such as students' learning as well as students' communication strategies (Asih, 2012; Fadila, Yufrizal, & Kadaryanto, 2015; Tiono & Sylvia, 2004). Generally, those studies aimed to find out learning and communication strategies used by students who had different levels of foreign language anxiety.

Foreign language anxiety can also happen in reading skill. Some researchers have examined the relationship between foreign language anxiety level and students' reading skill (Anggraini, 2016; Muhlis, 2017; Yohana, 2016). Different from foreign language anxiety in speaking, the result of their studies showed that the correlation was not significant. However, most students had medium level of foreign language anxiety in reading. In addition, students receive medium level in their reading achievement.

Those studies have given some insights related to what students have experienced in English learning. It is reported that students face several problems in speaking due to some reasons and one of them is anxiety. Many studies have been done and they attempt to identify factors that contribute foreign language anxiety especially among Indonesian students who learn English. From those studies, it can be concluded that the major factors contributing foreign language anxiety are fear, low self-esteem, and lack of competence (Anandari, 2015; Khusnia, 2017; Marwan, 2008; Mukminin et al., 2015). Students' fear covers in some situations such as fear of negative responses from others, fear of evaluation and fear of fail in the test. Low self-esteem is described when students lack of confidence and they feel shy to speak. They also have low competence in speaking due to lack of speaking practices. In order to solve the problem, Khusnia (2017) recommends that teachers need to be able to create low-stress, friendly and supportive learning environment.

Numerous studies have been carried to seek fruitful and favorable techniques in teaching English to students. Ara (2009) described the benefits of

song, rhyme games in teaching English to young learners. Game is the most common technique used in teaching English. Picture game scrabble and wordsearch games were used to teach vocabulary by some studies (Rizki, Rukmini, & Sutopo, 2013; Yulianti & Bharati, 2017). Other study was done by Utami, Pabbajah, and Juhansar (2018) who examined the implementation and the effectiveness of jumbled-sentences as a technique to enhance students' skill in writing report. From those studies, it can be concluded that the implementation of games is significantly effective to improve students' vocabulary and writing.

Games can also be implemented in teaching speaking. In fact, a myriad of studies have been done to explore different kinds of games that can be used in teaching speaking. Some of the games are ice breaking, what is the question game, crazy story game, four corners game, true or false game (Daulay & Daulay, 2018; Fikri & Sunaryo, 2013; Kasri & Ardi, 2013; Rahayu & Jufri, 2013; Ramadani & Saun, 2013).

Other enjoyable activities that can be implemented in teaching speaking are skit (Mardian Bs & Amri, 2013), stand-up comedy (Satria & Syafei, 2013), retelling (Firdaus & Amaniarsih, 2018; Kusdianang & Bharati, 2016; Rachmawaty & Hermagustiana, 2015), simulation (Ardriyati, 2009; Ardriyati, 2010) and role play (Adnyani, Seken, & Nitiasih, 2014; Jakob, 2018; Lutfi, Sutopo, & Rukmini, 2018; Mariana, Yufrizal, & Kadaryanto, 2015; Milchatun, Bharati, & Hartono, 2015; Samsibar & Naro, 2018).

The studies on English teaching practices are not limited to the implementation of existing games or techniques. Some researchers have attempted

to develop their own games in teaching and they used R&D approach. Artyani, Anggani, Bharati, & Sofwan (2014) developed battleship game for teaching grammar of procedure text. Hastunar, Bharati, & Sutopo (2014) modified monopoly game for teaching written vocabulary. Focusing on speaking skill, Prastiwi (2018) developed traditional games into speaking games and integrated with character education in junior high school. Budiyanto, Saleh, Rukmini, & Sofwan (2018) developed a model of teaching speaking through discussion and presentation for accounting education students in university level.

In order to able to teach speaking effectively to students, teachers need to use suitable teaching approach and activities in their class. Based on Curriculum 2013, English teachers are encouraged to implement scientific approach in the class. The scientific approach consists of observing, questioning, exploring, associating, communicating. Wati, Bharati, & Hartono (2014) described the implementation of scientific approaching in teaching speaking for various texts done by teacher candidates. Sulistiyo (2016) examined a range of learning activities used in teaching and identified the activities that students see as the most helpful ones. The results showed that the most preferred activities was having conversation in English with their friends inside and outside classroom. Affandi (2013) investigated the effect of communicative activities. The communicative activities are basically based on the principles of communicative language teaching which focuses on natural language use. It is also mentioned that the activities trigger students to be more active in learning.

In language teaching, teachers also need to consider about the material that they are going to use. Authentic materials is believed to useful for students because it provides real language used in daily life. Anwar & Winiharti, (2012) discussed the use of authentic materials in improving students' understanding about grammar. In teaching speaking, Ismi & Syafei (2012) described kinds of sample dialogues for seventh grade students of junior high school. Dialogue can be used as one example of authentic materials in teaching speaking. In order to enhance student' ability in developing their speaking content, (Megariani, 2018) used authentic videos in her teaching. She argued that students learned how to pronounce certain expressions, used good intonation in telling something, manage their facial expression and body language when they speak with others.

Other problem related to English teaching and learning is about language assessment. Similar to other countries, Indonesia also has national standardized test including in English subject. Mukminin, Lestari, Afifah, Rahmadani, and Hendra (2017) investigated how students perceived the national standardized test had changed the process of English teaching and learning in the class. Students agreed that the national standardized test did not reflect their English proficiency because English learning progress could not be assessed by one-time standardized test. As a result, both teacher and students focused on teaching to the test. It is also supported by Azis (2015) who reported that teachers were actually keen to use assessment practices to improve their classroom teaching, but they felt that the state-wide examination policy requirement constrained their effort.

Curriculum 2013 demands teachers to implement authentic assessment. Aliningsih & Sofwan (2015) investigated teachers' perception and practices on the authentic assessment. Rukmini & Saputri (2017) described the implementation of authentic assessment: the performance, project and portfolio assessment (to assess student's productive skills). Jannah & Hartono (2018) examined the existing speaking assessment used by English teachers. It was found that performance based assessment using role play was the most frequently implemented. However, the scoring instruments were too general. She recommended to use analytic scoring rubrics consisting of several aspects that have to be measured. As supported in her study, Mukminatien (2015) explains that analytic scoring procedure is able to describe aspect of students' speaking ability clearly. It serves as feedback for both teacher and learners that will help them to identify which aspect that needs improvement.

In order to overcome the problem related to assessment, especially in speaking skill, some researchers have developed various activities to assess students' speaking skill. Pratiwi (2017) attempted to increase students' speaking skill through project assessment in Project-Based Learning (PBL) approach. Silfia & Narius (2012) discussed how to use video-recording as one of English learning techniques in doing self-assessment. The students are able to watch their performance through video-recording so that they will notice their weaknesses as well as their strengths. Ahsanu (2013) attempted to describe the fruitful on oral test. By doing oral test, students are able to express their understanding, argument and ideas verbally. Harsono (2005) developed communicative language test for

senior high school. Three major steps: identifying the objectives, developing test specification and developing the CL tests. Rahmawati & Ertin (2014) design speaking assessment suitable for students in university level. They used criteria of effective assessment proposed by Brown Abeywicrama which were a specific criterion, an appropriate task, a maximum output and practical and a reliable scoring procedure. Setiawan & Bharati (2018) developed HOT (High Order Thinking) Project-based-speaking assessment to stimulate students' critical thinking and creativity.

After reviewing number of studies done by researchers, the writer could conclude that her study differed from those. In this present study, the writer used R&D approach to develop engaging activities to assess students' speaking skill in procedure text. The term of engaging activities refers to activities that can engage students in learning. The writer selected some relevant activities such as game using flash card, role play, and student home project that was video recording. In addition, this study would investigate students' anxiety level when they participated in this research.

2.2 Theoretical Review

The theoretical review will explain the theories that support the study, this part will explain about general concept of assessment, formative and summative assessment, performance assessment, assessment in Curriculum 2013, foreign language anxiety, engaging activities in the assessment, and procedure text.

2.2.1 General Concept of Assessment

According to Brown (2004) assessment is defined as “an ongoing process that encompasses a much wider domain” (p. 4). Assessment is not merely about one day-test that students need to sit down quietly, have their paper on the desk and then they are asked to answer the questions. It is neither solely used to give a score on students’ ability. Giving a remark or comment to students’ work and participation in class is also a part of assessment. Students’ performance in the regular meeting in which they participate actively in the class is also valuable to be assessed. In fact, the teacher is able to make assessment whenever the students answer teacher’s questions, give comments, do the tasks, or actively get involved in the class discussion.

Test is one of measurement devices that teachers can use to assess students' ability. It is simply a tool among many procedures of assessment. As stated by Brown (2004) tests are

> subset of assessment; they are certainly not the only one form of assessment that a teacher can make. Tests can be useful devices, but they are only one among many procedures and tasks that teachers can ultimately use to assess students. (p. 4)

There are various forms of test used in language testing, such as listening, speaking, reading and writing tests. Some teachers prefer creating the tests by themselves and some of them use the existing form of test available in the school. No matter what kind of tests that teachers use in language classroom, the

important thing is that teachers should understand that test is a part of assessment to assess students' competence.

The distinction between test and assessment has been clearly defined above. Test is one of measurement tools and it is a part of assessment, while assessment is an ongoing process that enables teachers to assess students' competence using various tools. Assessment is not solely about testing students to do something. Assessment covers wide range of aspects in assessing and monitoring what students have done in learning. Having complete understanding of assessment concept is useful for teachers either to design or apply an appropriate assessment for their students. Also, teachers need to clearly define what the purpose of the assessment.

2.2.2 Performance Assessment

Performance assessment can be used as a means of classroom assessment which reflects the students' ongoing process in learning (Gottlieb, 2006). In the performance assessment, students are asked to apply their knowledge as well as to show their skill or competency. Performance assessment is also believed to be "more direct testing because students are assessed as they perform actual or simulated real-words tasks" (Brown, 2004, p. 11). Therefore, teachers are able to monitor students' progress in learning through performance assessment. Gottlieb (2006) explains that "performance assessment requires a set of well-articulated criteria, grounded in standards that are shared with students, such as through

rubrics or scoring guides" (p. 87). In designing performance assessment, teachers need rubrics on how to evaluate students' performance.

Many of standardized language assessments fail to capture students' ability in learning language. A test, a common tool of standardized assessment, is often used to measure the overall performance of students. Performance assessment appears to fill this gap. It enables the students to demonstrate their performance on how much they have learned the material. Besides, it also can be used to give depth information on students' performance so that they are able to improve their learning based on their need. It is also mentioned that "performance assessments can also produce useful information for diagnostic purposes to assess what students know, and they can help teachers decide where to begin instruction or determine which groups of students need special attention" (Abedi, 2010, p. 4).

2.2.3 Speaking Skill and Assessment

Assessing speaking involves some stages. Luoma (2004) states that the cycle of assessing speaking begins with the need of speaking assessment which leads to answer the question of what needs to be assessed. After that, a teacher continues to develop, try out and revise the assessment. In designing speaking assessment, the teacher also needs to understand what speaking is. Speaking has different linguistic features with writing. Speaking is spoken language that involves the sound of speech which is often related to pronunciation. "Pronunciation or, more broadly, the sound of speech, can refer to many features of the speech stream, such as individual sounds, pitch, volume, speed, pausing,

stress and intonation" (Luoma, 2004, p. 11). In assessing speaking, teacher can assess some of the criteria in the sound of speech depending on the purpose of the assessment.

Grammar and vocabulary are other criteria that teacher needs to assess in speaking. Grammar in spoken language is different. As stated by Luoma (2204), "the grammar that is evaluated in assessing speaking should be specifically related to the grammar speech" (p. 13). Luoma (2004) explains that the speech given by the speakers when they are speaking contains idea of units and the speakers do not usually speak in sentences. However, there are certain situations that require the speakers to use high degree of grammatical feature. For example, the speakers are required to give a speech in formal situation. Grammatical feature in the spoken language will be highly valued. Similarly, in the vocabulary, the teacher might assess the variety of words used by the speakers in assessing speaking. High level of vocabulary mastery might be needed in certain situation that requires the speakers to provide evidence of their vocabulary richness. Therefore, in designing speaking assessment, the teacher should be able to define clearly what needs to be assessed in particular context. When a clear purpose of assessment is achieved, the teacher can continue to develop tasks and rating criteria of the assessment.

2.2.4 Assessment in Curriculum 2013

The Regulation of Minister of Education and Culture Number 66 Year 2013 explains that there are three competencies of the assessment in curriculum 2013: affective, cognitive and psychomotoric. Each competency has different

techniques and instruments. First is the assessment of affective competency which has been done through observation, self-assessment, peer assessment, and journal. The instruments for those techniques are check list or rating scale followed by the rubric, while for journals, it uses teachers' note. Second is the assessment of cognitive competency which covers written test, oral test and assignments. The instrument is varied for each test and assignment. Written test could be multiple choice, short answer, true-false, and essay. Oral test could be list of questions and for the assignment could be homework either individual or group project. The last is the assessment of psychomotoric competency which includes performance test by using practice test, project or portfolio. The instruments used in this assessment are check list or rating scale followed by the rubric.

2.2.5 Foreign Language Anxiety

For foreign language learners, like Indonesian students who learn English as a foreign language, they tend to have various feelings when they are learning English. Some statements from students such as '*I am not confident enough to speak in English*', '*I get nervous every time the teacher asks me during English subject*', or '*I am trembling when I am going to speak English in the front of class*' are very familiar to English teachers. Those statements are the examples of students' anxiety which are very natural for them to have those kinds of feelings in learning foreign language.

Anxiety has been an issue for years in foreign or second language learning studies that can influence students' language learning. One of them is the study

conducted by Horwitz, Horwitz & Cope (1986). They defined anxiety that exists in foreign language learning as “a distinct complex of self-perceptions, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of the language learning process (Horwitz, Horwitz & Cope, 1986, p. 128).” There are three performance anxieties distinguished by Horwitz’s et al.: 1) communication apprehension; 2) test anxiety; and 3) fear of negative evaluation.

Communication apprehension is “a type of shyness characterized by fear of or anxiety about communicating with people (Horwitz, Horwitz & Cope, 1986:127)”. It can be found when students feel anxious or worried to speak or to communicate in English. “Test-anxiety refers to a type of performance anxiety stemming from a fear of failure (Horwitz, Horwitz & Cope, 1986, p. 127)”. This kind of situation is very common to be found when students are going to have a test. Highly anxious students will feel so much worried if they get fail or make any mistake on their test. The last is fear of negative evaluation which is "apprehension about others' evaluations, avoidance of evaluative situations, and the expectation that others would evaluate oneself negatively (Horwitz, Horwitz & Cope, 1986, p. 128)”. It is quite similar with the test anxiety. However, it is not limited in test-taking situation. It has broader scope which may occur in any social evaluative situations such as job interview.

Horwitz’s et al. developed Foreign Language Classroom Anxiety Scale (FLCAS) which has demonstrated internal reliability (Horwitz, Horwitz & Cope, 1986). Trang (2012) who has conducted a review on the theory of foreign language anxiety from Horwitz’ et al. states that FLCAS is “an instrument to

measure anxiety levels, the FLCAS has been widely used in language anxiety research, and the problem of inconsistent research findings has been considerably solved, which has strengthened its reliability" (Trang, 2012, p. 72-73). In addition, many studies found by the writer reported that they used FLCAS to examine foreign language anxiety (Aida, 1994; Anyadubalu, 2010; Hewitt & Stephenson, 2012; Saito & Samimy, 1996; Sparks & Ganschow, 2007; Phillips, 1992; Wilson, 2006; Woodrow, 2006).

2.2.5.1 Foreign Language Anxiety and Language Performance

A myriad of studies concerning foreign/second language anxiety and language performance have been done by many researchers (Aida, 1994; Anyadubalu, 2010; Saito & Samimy, 1996; Sparks & Ganschow, 2007). The results of those studies revealed similar results that foreign/second language anxiety seems to have debilitating effect on students' language performance. Aida (1994) explained "while students having a high anxiety level were more likely to receive grade of B or lower, those with a low level of anxiety were more likely to get an A" (p. 162). Students with high level of anxiety are found to gain lower score in their language achievement/performance.

Even though language anxiety plays different roles in different levels of foreign language learners, it still has the influence on students' language performance. As found in the study conducted by Saito & Samimy, they posit

> at intermediate and advanced levels, those students who felt comfortable and not embarrassed about verbal participation in Japanese class were

> predicted to receive high grades, while those students who felt anxious and embarrassed about using Japanese in class were predicted were to receive low grades. (p. 245)

Anxiety in learning foreign language can impede the language performance of students who feel more anxious. Sparks & Ganschow (2007) also argue that anxiety plays important role in the language achievement. They mention that "anxiety plays a primary role in foreign language proficiency and achievement" (p. 279).

Given the fact that the relationship between foreign language anxiety and language performance, teachers should realize the existence of anxiety might influence students' achievement/performance. Woodrow (2006) suggested "it is important that teachers are sensitive to this in classroom interactions and provide help to minimize second language anxiety" (p. 323). Therefore, teachers should be able to help students with their anxiety.

2.2.5.2 Anxiety in Speaking Assessment

Foreign language anxiety may often occur when students are asked to speak. Based on the theory from Horwitz's et al. (1986) this performance of anxiety is included in the communication apprehension. Students who feel shy because they are nervous or anxious to speak can get difficulty in speaking. This situation can lead them to the lower level of their speaking ability which means they will acquire lower grade. Foreign language anxiety on speaking will only hinder the students when they are joining various task of speaking assessment.

In his study, Phillips (1992) showed the negative relationship between foreign language anxiety and language performance of students who were studying French. As explained by Phillips (1992) “the finding supports a moderate inverse relationship between language anxiety and performance; i.e., students who expressed more foreign language anxiety tended to receive lower exam grades than their less anxious classmates” (p. 17-18). Students with higher level of anxiety tended to get lower score on the oral exam. Similarly, Hewitt & Stephenson also (2012) added “students who exhibited higher level of language anxiety performed more poorly on their oral exam than did their more relaxed counterparts” (p.179).

Liu & Jackson (2008) conducted a study on Chinese students who learned English as foreign language. They investigated students’ willingness to communicate in English classroom. The results of the study revealed students were anxious in the English class. Students did not like speaking English in class (Liu & Jackson, 2008). They also felt worried about speaking and tests. Liu & Jackson (2008) described “they [students] feared being negatively evaluated and were apprehensive of speech communication and tests” (p. 82).

Based on those studies, it can be concluded that foreign language anxiety does matter on students’ speaking performance especially when they are in the situation that their speaking ability is going to be assessed. As supported by Wilson (2006) who conducted study of anxiety in learning English as a foreign language on oral test, the results of the study showed that the students “admitted they had had memory failures and mental ‘blocks’ when trying to speak in

English" (p. 312). He also added that "the lower-ability selected students in this study showed signs of learned helplessness, admitting to their 'fear' of communication and lamenting the 'impossibility' of the speaking task" (Wilson, 2006, p. 314). Woodrow (2006) also mentioned that "anxiety is clearly an issue in language learning and has a debilitating effect on speaking English for some students" (p. 323).

2.2.6 Engaging Activities in the Assessment

There are various activities that teachers can use to engage students to learn the material in more interesting way. Ara (2009), who conducted study on using song, rhymes, and games in teaching English, states that "children learn better through interesting activities and for this reason songs, rhymes and games are very useful tools for teaching them a foreign language" (p. 168). When the students feel comfortable with the environment in class, they will learn and understand the material well. In addition, providing positive environment for students is useful to make them feel relax while learning. "Actually these [songs, rhymes and games] are the tools that help children learn in an enjoyable environment without making them feel the pressure of learning a foreign language" (Ara, 2009, p. 168).

By looking at the fruitful results in applying games, songs and rhymes in teaching, the idea of applying engaging activities in assessment is proposed. The writer will use the term of engaging activities to refer to any activity that can make students feel less anxious. Game, role play and video recording are chosen

as the model of engaging activities in speaking assessment that will be developed and constructed by the writer.

2.2.6.1 Game

Game is believed as an activity that can give students feeling of fun and joy. Game can be defined as "an activity which is entertaining and engaging, often challenging, and an activity in which the learners play and usually interact with others" (Wright, et al., 2006:1). The idea of applying games in teaching takes much attention of researchers. Many researchers conducted a study on how games influence students' performance in language learning. However, there are only a few number research which focuses on applying games in language assessment.

Students can play games in learning the material. They also can use games to perform their competencies through various language skills. Games that require them to respond in doing something after they listen to certain instruction, for instance, can be used as a tool for teachers in assessing students' listening skill. While students are playing games to perform their skills, teachers are able to assess their language performance. The following are some games proposed by Wirght, et.al (2006):

a. Listen and Draw

First, the students are asked to read the description of something (person, animal, place). Second, they listen the whole description without drawing. They read the description again slowly, then the learners are asked to draw. After they have finished, the pictures are displayed. Together, they check the pictures against

the text to see if the details are correct. The final step is the class vote for the top five most accurate pictures.

b. Speaking to the World

The learners are asked to tell about the specific situation. For example: they are in the Venus. The whole planet Earth is waiting to see them and hear what they say live on TV. Teachers then encourage the learners to write, read out and display what they would say. To close the activity, teachers let the class vote for the funniest, the most serious and the most moving speeches.

c. Jumbled Text

The class is divided class into groups of about four learners. Teachers give an envelope of jumbled text components to each group. The learners then are asked to read each of pieces and place them in the correct sequence. The first group to finish with a correct sequence is the winner.

2.2.6.2 Role Play

In the speaking class, teachers often use role play to provide students with speaking practice. Students are asked to act and play like actors. Role play requires two persons or more to act in certain situation given by teachers. “Role play refers to the part learners and teachers are expected to play in carrying out learning tasks as well as the social and interpersonal relationship between the participants” (Richards and Rodgers, 2001 as cited in Aliakbari & Jamalvandi, 2010, p. 20). Teachers are able to see students’ performance in speaking when students are performing in the role play.

Some studies have shown the benefits of role play in the speaking assessment (Aliakbari & Jamalvandi, 2010; Rahimy & Safarpour, 2012). In their study, Aliakbari & Jamalvandi (2010) used role play directed by Task Based Language Teaching (TBLT). They selected role play in their teaching because they find that role play is fun and motivating. Role play is also useful for low motivated students to get more engaged in speaking activities. As stated by Aliakbari & Jamalvandi (2010), "role play provides the chance for quieter students to express themselves in a more forthright way and the world of the classroom is broadened to include the outside worlds, thus offering a much wider range of language opportunities" (p. 17). Rahimy & Safarpour (2012) also agree that role play can provide students with enjoyable environment to succeed. They explain that "in role play activities, students take a new identity and learn to use a foreign language for every day communication" (p. 157).

2.2.6.3 Video Recording

The advance of technology gives many advantageous on language learning and assessment. One of them is the video recording facility. Kirkgöz (2011) designed and implemented a speaking course with the use of technology that was video. The analysis quantitative and qualitative data showed noticeable improvement in students' oral communication skills. In addition, the students had positive perception in integrating technology in their lesson. Kirkgöz (2011) agrees that the use of video camera has positive impact on students' viewing and critically evaluating their speaking task. Similar to video recording, recorded

monologues can be an alternative tool to assess students' speaking performance. As stated by Aslanishvili (2011), recorded monologues are "less stressful than a more public performance and, for informal testing, they are also more practicable in a way that live monologues are not." He also mentions that this kind of assessment is more flexible since it can be done after the exam.

2.2.7 Procedure Text

A text which tells a set of step in doing something is called procedure text. This definition is supported with the explanation from Anderson and Anderson (1997:50) who state that "procedure means a piece of text that gives us instructions for doing something". The purpose of procedure text is to give reader directions on doing something. Gerott & Wignell (1995:206) add the social function of procedure text is to describe how something is accomplished through a sequence of actions or steps". There are many examples that refer to procedure text. Directions, recipes, instruction manual, and itineraries are the examples of procedure text. According to Anderson and Anderson (1997: 50), there are three steps to construct procedure text: 1) an introductory statement, 2) a list of the materials, and 3) a sequence of steps

2.2.8 The Implementation of Engaging Activities-Based Assessment

The idea of designing the model of student engaging activities-based assessment is driven by number of studies which examine foreign language anxiety. Some studies have been reviewed by the writer. The results show that

foreign language anxiety has a significant negative correlation on language performance (Aida, 1994; Anyadubalu, 2010; Saito & Samimy, 1996; Sparks & Ganschow, 2007). Particular studies examine that foreign language anxiety affects students' speaking performance (Hewitt & Stephenson, 2012; Phillips, 1992; Wilson, 2006; Woodrow, 2006). Those studies foster the writer to design some activities in the speaking assessment as alternative to minimize students' anxiety while they are having speaking assessment. The activities are designed to meet the need of standard evaluation in curriculum 2013 in which some characters education is implemented. The activities are going to be explained as follow.

2.2.8.1 "Look and Speak" Game

This is the adaptation of Wright's games which have been explained above. There are three games selected according to objective of the assessment because the study is arranged to design activity as a tool to assess students' performance on speaking. Those games are listen and draw, speaking to the world and jumbled text. The writer blends the games and changes them into "Look and Speak" game. The writer only selects some ideas that are relevant to the speaking activities.

The procedures of the game are explained as follow. Students are divided into groups. Each group consists of 4 members. The each group will receive two types of card. First card consists of the steps of procedure text. The second one is the card consists of picture describes each step of procedure text. There are two task that the students have to do. First, they are asked to match picture with the

step and then, they rearrange the picture and steps into correct order so that it produces a well-arranged procedure text. The first group which successfully matches and arranges the procedure texts is the winner.

The speaking activities then start in this stage. After the students have competition with other groups, each student is asked to work in pair. There will be four procedure texts for each member of the group. Each student has different text of procedure to be learned. In pair, they take turn to practice in speaking. For example, student A who gets procedure text 1 is working with student B who gets procedure text 2. Using procedure text 2, student A shows the card with picture to student B and asks him/her to tell what step is on the picture through speaking. The pictures on the card will help the students B to generate his/her vocabularies to create sentences used in the procedure text. Student A corrects student B' answers through the other side of the card in which the sentence is written. After student B finishes practicing, it is time for student A to have speaking practices using procedure text 1.

2.2.8.2 Creating Your Role Play

This task requires the students to create a role play in group. Each member plays different role. There are four members in each group: student A who gets procedure text 1, students B with procedure text 2, student C with procedure text 3 and student D with procedure text 4. All members discuss together to create a role play which contains procedure texts they get in their dialog. With their creativity, they create a story and arrange the dialog for all

members. The dialog should give each member the opportunity to explain his/her procedure text.

2.2.8.3 Student Home Project

Student home project is the term that the writer uses to refer to video recording as a media to assess students' speaking skill. After the students have speaking practices in the class, they are asked to record their speaking performance in presenting procedure text through the role play they have made. Since the task is recorded, the students will have much flexibility to do the assignment. It is aimed that students can perform their best on speaking without getting worried or anxious. They will only have a week to do this home project which the writer assumes they have sufficient time to finish the project.

2.3 Theoretical Framework

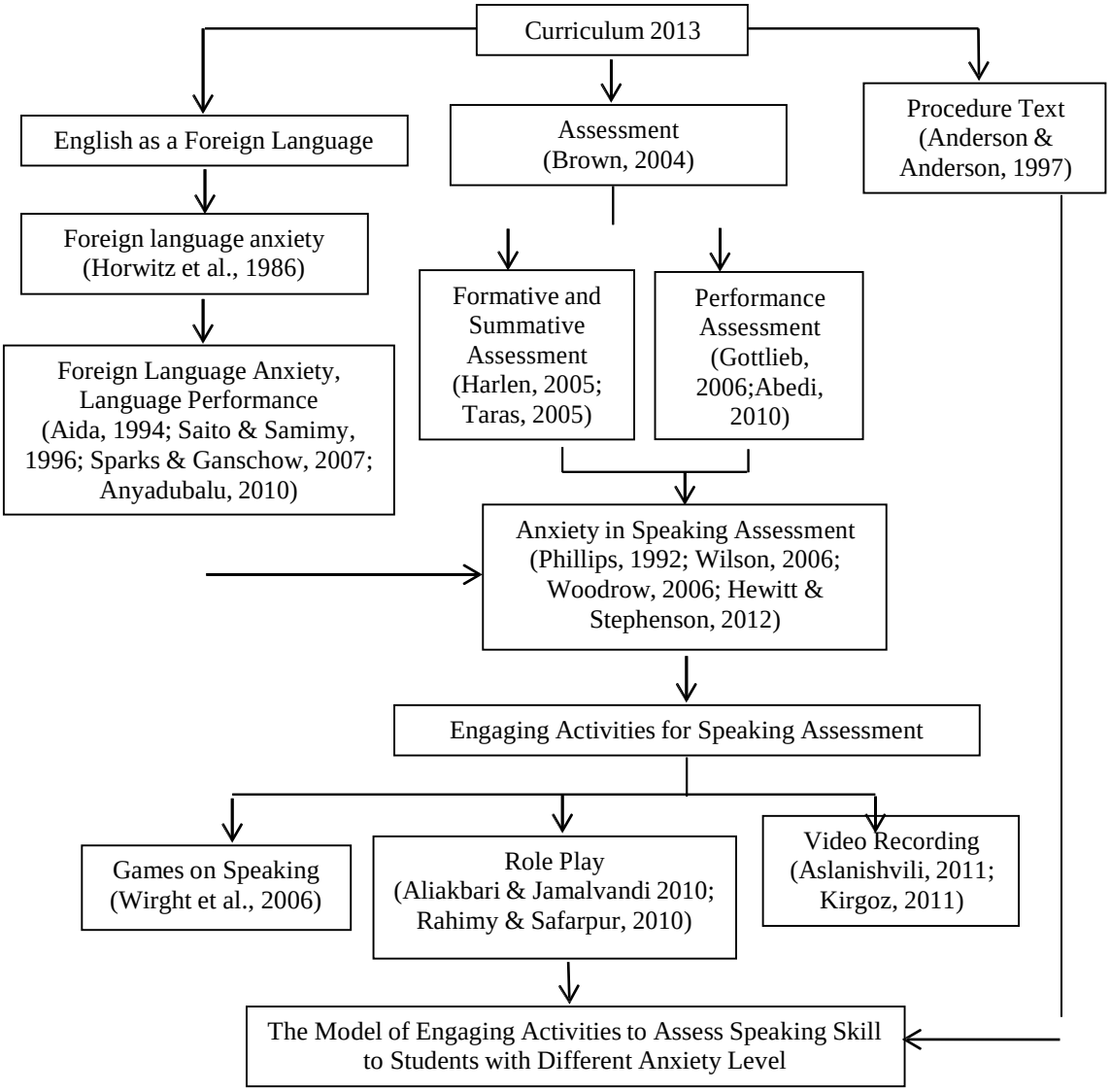

Figure 2.1 Theoretical Framework

Curriculum 2013 requires students to learn English in the junior high school. Regarding with learning foreign language, Horwitz et al. (1986), the pioneer of the theory of foreign language anxiety, posit that foreign language learners experience anxiety when they are learning the language. Anxiety is believed that it can impede students' language performance. Many studies have shown the negative relationship between foreign language anxiety and students' language performance (Aida, 1994; Anyadubalu, 2010; Saito & Samimy, 1996; Sparks & Ganschow, 2007). More specific studies have also done to show the influence of anxiety on students' speaking performance (Hewitt & Stephenson, 2012; Phillips, 1992; Wilson, 2006; Woodrow, 2006). The results revealed that students who were more anxious tended to receive lower score in their speaking performance.

Given the issue of foreign language anxiety, teachers need to consider the existence of anxiety particularly on speaking. Students need to feel less anxious when they are speaking so that they can perform well and get better result in the speaking assessment. The idea of designing the model of student engaging activities is proposed to assess students' speaking skill, particularly in English procedure text as one of materials taught in 8th grade level of junior high school based on Curriculum 2013. The writer will combine various activities (games, role play and video recording) to develop speaking assessment. The writer tries to develop a game called "look and speak" and then, she designs an activity called student home project that allows students to record their role play in video format.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presents conclusion according to the previous discussion and offers several suggestion for further research.

5.1 Conclusions

From the results and findings discussed in the previous chapter, some conclusions are made related to designing the model of engaging activities for speaking of procedure text. First is about the existing assessment used by English teacher. In the need analysis of defining phase, the writer conducted interview with the teacher to obtain information related to speaking assessment done in the school. It was found that teacher had already implemented performance assessment to assess students' speaking skill for procedure text in the class. Students were asked to do individual presentation on procedure.

Second, there are some processes that need to be followed in designing engaging speaking activities. First is designing phase in which the writer conducted need analysis and it was done by interview. Second was designing phase to design lesson plan and activities. Third is developing phase to create necessary documents needed in assessment handbook and to validate the handbook from the experts. Fourth is implementing phase to try out the assessment product. Fifth is evaluating phase to obtain students' response after they participated the speaking activities in the class.

Third, the questionnaire results shows that there is no much difference between experimental and control groups. Students in both classes enjoy the speaking assessment activities even though students in the control group did not play flash cards and do the role play. Students from both argued that video recording may be fun but it is little bit complicated to do.

5.2 Suggestion

There are some suggestions for the teachers, students and further research. Related to designing engaging speaking activities, the writer recommended some suggestions for teacher. First, teacher should consider students' feeling when they are having speaking assessment. Second, teacher should design speaking activities that allow students to feel less anxious when they are speaking. Based on the result of this study, there are suggestions for students offered by the writer. First, students need to be more prepared in creating video. Second, students need to have adequate skill in creating video.

Since this study has addressed anxiety in foreign language learning, other researcher can do more studies on anxieties especially on speaking. There are not many studies done to examine students' anxiety in Indonesia. Therefore, it is great opportunity for other researchers to do more researches on students' anxiety in learning foreign language that happens in Indonesia.

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