THE APPLICATION OF AFFECTIVE FILTER HYPOTHESIS IN TEACHING SPEAKING AT THE NINTH GRADE STUDENTS OF SMPN 6 SABBANG
(Pre-Experimental Research)

A THESIS

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Submitted to the faculty of tecaher training and education Makassar Muhammadiyah University in partial fulfillment of the requirement for degree of Education in English Department

ENGLISH DEPARTEMENT
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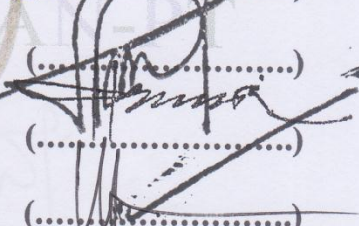
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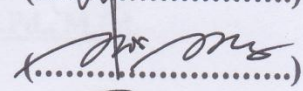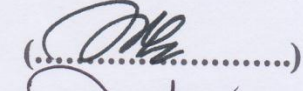
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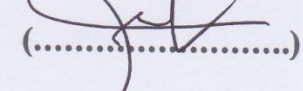
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Dengan ini menyatakan bahwa skripsi yang saya ajukan didepan tim penguji adalah asli hasil karya saya sendiri, bukan ciplakan da tidak dibuat oleh siapapun.

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N I T A S

MOTTO

"ALLAH DOESN'T LOOK AT YOUR PHYSICAL APPEARNCE, NOT YOUR ATTIRES, BUT YOUR HEART"

-   SHEIKH MUFTI MENK

I DEDICATED THIS THESIS TO MY BELOVED MOM IN JANNAH "LINTAK DENGEN (almh)" SHE I'LL ALWAYS MISSING, WHO ALWAYS CARE, SUPPORT & LOVED ME.

ABSTRACT

NITA S. 2017. The Application of Affective Filter Hypothesis in Teaching Speaking at the Ninth Grade Students of SMPN 6 Sabbang. Thesis of English Department Faculty of Teacher Training and Education Makassar Muhammadiyah University. Supervised by Ummi Khaerati Syam and Nunung Anugrawati.

The researcher aimed to find out self-confidence, motivation and anxiety of students in speaking English using Affective Filter Hypothesis. This research was pre-experimental. The sample consisted of 23 students taken from the ninth class of SMPN 6 Sabbang kabupaten Luwu Utara in academic year 2016/2017. The sample taken in this research was using purposive sampling technique. The data were collected by using speaking test and questionnaire.

The result of the data analysis showed that the application of Affective Filter Hypothesis in speaking taught was seen the students self-confidence was fairly good which the mean score was 6.8%, the students' motivation was fairly motivation which the mean score was 61% and the students anxiety was moderately low anxiety which the mean score 68.4%. It means that there are 11 students was improve their self-confidence, 14 students' was improve their high motivation and 17 students was reduces low anxiety. It can be concluded that the application of affective filter hypothesis in teaching speaking had change the students in fairly good self-confidence, fairly high motivation and moderately low anxiety.

Keywords: Affective Filter Hypothesis in Teaching Speaking

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بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيمِ

In the name of Allah SWT, Most Gracious, Most Merciful

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The writer would like to express her deepest prost propound and gratitude to her parents and the writer realized that many hands have given their help and useful suggestion for the completion of this thesis. Without the assistance of these people, this thesis would never have existed. Therefore, the writer would like to express his appreciation and sincere thanks to all of them particularly;

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Finally, the researcher realized that this thesis is still far from perfection and still needs suggestion and critics. Thus, improvement from this thesis as strongly needed.

Hopefully, this thesis will be useful for many people who Allah the almighty needed my bless us. Aamiin

Billahi Fi Sabillil Haq fastabiqul khaerat

Makassar, April 2017

The Writer

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CHAPTER I

INTRODUCTION

A.   Background

Teaching speaking is the most challenging type of teaching English in the country where English is not use as a second language. The reason underlying this assumption is that some teachers of English find themselves to have trouble or at least difficulties in performing the language orally. In this case, the teacher need to motivate the students through new atmosphere that make the students more interested in improving their speaking ability and more enjoyable to speaking English because most of students are not able to speaking English well cause they seldom to practice in their days caused of nervous. They feel afraid to make some errors in speaking English so, they decide to be quite. They are afraid their friends will mock them whether they make errors in talking. Although this problem is encountered by some English teachers, they have to endeavor finding some ways on how to teach their students to perform oral English in the most effective manner.

For some teacher, they do understand the basic or the fundamental aspects of speaking in second or foreign language. The elements of Affective Filter Hypothesis together with the input hypothesis proposed by Krashen (1985) have become the internal and the external aspect of fluency in speaking second language. To be fluent in speaking second or say foreign language, one should have not only comprehensible inputs of

language elements for acquisition but she/he should also have a shield to protect themselves against low motivation, low self-confidence and high anxiety. These three affective factors can become a mental block that hinders people from speaking in second languages fluently. Krashen (1985) sees the learners' emotional state or attitudes as an adjustable filter that freely passes, impedes, or blocks input necessary to acquisition. A low affective filter is desirable, since it impedes or blocks less of this necessary input. Krashen (1985) states that to be fluently in speaking there are three elements had to accomplish: first is motivation, learners with high motivation generally do better. Second are self-confidence, learners with high self-confidence and a good self-image tending to be more successful. Last is anxiety, low personal anxiety and low classroom anxiety are more conductive to second language acquisition.

According to English teacher and based on observation in SMPN 6 Sabbang, the researchers consider a phenomenon among the students of SMPN 6 Sabbang, especially at the second grade students. The students still difficult to speaking English because they are feel afraid to explain and express something in English language. It's because they have low motivation, low self-confidence and very high anxiety. For this problem, the researcher applied the Affective Filter Hypothesis to teaching English in senior high school.

The effective from Affective Filter Hypothesis, teacher are challenged to improve students self confidence in speaking, to reduce anxiety to a very low level, to maintain students motivation and to provide

them with comprehensible input. Within the confines of the classroom, this can be quite challenging. The teachers, therefore, are compelled to play various roles in classroom setting.

As facilitators, teachers should have sufficient knowledge and competence in teaching students to speak English. Teacher's who are creative and dedicated to their profession will be good motivators to the success of students in speaking English. They must have the knowledge necessary to pass on the language to their students. Therefore, they must be able to apply various English language-teaching methods according to the situations in their own class contexts. In addition, teacher should be familiar with the characteristics of their students, both individually and as a class so that they can adjust their ways of teaching speaking to different individual students.

Based on the description above, the researcher will carry out a research study on the application of Affective Filter Hypothesis in teaching speaking to students of SMPN 6 Sabbang, kabupaten Luwu Utara.

B.   Research Question

The researcher formulated research questions as follows:

a. How does the use of Affective Filter Hypothesis improve the students' self-confidence in speaking at the ninth grade students of SMPN 6 Sabbang?

b. How does the use of Affective Filter Hypothesis improve the students' motivation in speaking at the ninth grade students of SMPN 6 Sabbang?

c. How does the use of Affective Filter Hypothesis reduce the students' anxiety in speaking at the ninth grade students of SMPN 6 Sabbang?

C. Objective of the Study

The objectives of this study to find out:

a. The improvement of students' self-confidence in speaking using the Affective Filter Hypothesis.

b. The improvement of students' motivation in speaking using the Affective Filter Hypothesis.

c. The reduction of students' anxiety in speaking using the Affective Filter Hypothesis.

D. The Significance of the Study

The significance of the study to offer the effectiveness of the application of Affective Filter Hypothesis in teaching speaking to junior high school students; to promote students self-confidence, motivations, and to reduce their anxiety in speaking English, to acquire the knowledge, as well as create interpersonal skills.

E. Scope of the Research

The scope of this research is restricting the location; the researcher was applicable only in the ninth grade students of SMPN 6 Sabbang, Kab Luwu Utara using pre-experimental research method.

CHAPTER II

RIVIEW OF RELATED LITERATURE

A. **Previous of Related Research Findings**

There are many researchers have been finding about the using of Affective Filter Hypothesis to motivate, built self-confidence and reduce anxiety related to the research as follow:

1. Alamsyah (2007) Improving Students Motivation in Studying English Through Make A Match Method of the First Year Students at SMPN 4 Tanate Rilau. Alamsyah did the research because when the students had low motivation to study English. Improving make a match method can improve their student's motivation in study English, the various activities made the class atmosphere enjoyable.

2. Jaya (1999) there are many factors which affected self-confidence of the students in speaking English in the classroom such as motivation, shyness, fear and anxiety. Jaya found that self-confidence is one of factor can become a mental block that hinders students to speaking English. To speak fluently in class, the students have more self-confidence, high motivation reduce their shiny, fear and anxiety in speaking English.

3. Sulfiana (2005) Reducing Students Anxiety in Speaking English through Communicative Language Learning (CLL) Approach. Sulfiana found that by applying communicative language learning or CLL approach, teacher could reduce students' anxiety in speaking

English. Through CLL approach, the teacher could reduce anxiety of the students, make the students become more active and the students had opportunities to practice in speaking English. In conclusion, communicative language learning approach can reduce students' anxiety in speaking English.

From the researches finding above, the writer concluded that in teaching speaking using Affective Filter Hypothesis can improve motivation and self-confidence students and also can reduce their anxiety in speaking English. In teaching speaking, the teacher should have sufficient knowledge, competence and must be able to apply various English language-teaching methods according to the situations in their own class contexts.

B. Some Pertinent Ideas

1. Some Views of Teaching Speaking

Teaching speaking is to teach English as the second language learners to (Kayi, 2006):

a. Produce the English speech sounds and sound patterns.

b. Use word and sentence stress, intonation patterns and the rhythm of the second language.

c. Select appropriate words and sentence according to the proper social setting, audience, situation and subject matter.

d. Organize their thoughts in a meaningful and logical sequence.

e. Use language as a means of expressing values and judgments.

f. Use the language quickly and confidently with few unnatural pauses, which is called as fluency.

There are many activities to promote speaking. As Kayi (2006) inferred from many linguistics on her article in the internet on teaching English as a second language (TESL) journal, there are thirteen activities to promote speaking, which are:

a. Discussion

b. Role play

c. Simulations

d. Information Gap

e. Brainstorming

f. Storytelling

g. Interviews

h. Story Completion

i. Reporting

j. Playing Card or Games

k. Picture Narrating

l. Picture Describing

m. Find and Differences

2. **Natural Approach (Krashen 1985)**

a. The acquisition/learning hypothesis

The acquisition/learning hypothesis claims that there are two distinctive ways of developing competence in a second or foreign language. Acquisition is the "natural" way, paralleling first

language development in children. Acquisition refers to an unconscious process that involves the naturalistic development of language proficiency through understanding language and through using language for meaningful communication, learning, by contrast, refers to a process in which conscious rules about a language are developed. It results in explicit knowledge about the forms of a language and the ability to verbalize this knowledge. Formal teaching is necessary for "learning" to occur, and correction of errors helps with the development of learned rules. Learning, according to the theory, cannot lead to acquisition.

b. The monitor hypothesis

The acquired linguistic system is said to initiate utterances when we communicate in a second or foreign language. Conscious learning can function only as a monitor or editor that checks and repair the output of the acquired system. The monitor hypothesis claims that we may call upon learned knowledge to correct ourselves when we communicate, but that conscious learning (i.e., the learned system) has only this function. Three conditions limit the successful use of the monitor.

1) Time. There must be sufficient time for a learner to choose and apply a learned rule.

2) Focus on form. The language user must be focused on correctness or on the form of the output.

3) Knowledge of rules. The performer must know the rules. The monitor does best with rules that are simple is two ways. They must be simple to describe and they must not require complex movements and rearrangements.

c. The natural order hypothesis

According to the natural order hypothesis, the acquisition of grammatical structures proceeds in a predictable order. Research is said to have shown that certain grammatical structures or morphemes are acquired before others in first language acquisition of English, and a similar natural order is found in second language acquisition. Errors are signs of naturalistic developmental processes, and during acquisition (but not during learning), similar developmental errors occurs in learners no matter what their mother tongue is.

d. The input hypothesis

The input hypothesis claims to explain the relationship between what the learner is exposed to of a language (the input) and language acquisition. It involves four main issues. First, the hypothesis relates to acquisition, and not to learning. Second, people acquire language best by understanding input that is slightly beyond their current level of competence. An acquire can "move" from a stage I (where I is the acquirers level of competence) to a stage I+I is the stage immediately following I along some natural order) by understanding language containing I+I. (Krashen and

Terrell 1983: 32). Third, the ability to speak fluently cannot be taught directly; rather, it emerges" independently in time, after the acquirer has built up linguistic competence by understanding input. Fourth, if there is a sufficient quantity of comprehensible input, I+I will usually be provided automatically. Comprehensible input refers to utterances that the learner understands based on the context in which they are used as well as the language in which they are phrased.

e. The affective filter hypothesis

Krashen (1985) sees the learners' emotional state or attitudes as an adjustable filter that freely passes, impedes, or blocks input necessary to acquisition. A low affective filter is desirable, since it impedes or blocks less of this necessary input. Krashen (1953) states that to be fluently in speaking there are three elements had to accomplish:

1) Motivation, learners with high motivation generally do better.

2) Self-confidence, learners with self-confidence and a good self-image tend to be more successful.

3) Anxiety, low personal anxiety and low classroom anxiety are more conductive to second language acquisition.

3. Affective Filter Hypothesis

Krashen (1985) has identified three kinds of affective variable related to Affective Filter Hypothesis:

a. Self-confidence by Sihera

1) Self-confidence is a term that is used to describe how secure a person is in his decisions, actions and abilities. It describes the amount of faith a person has. Self-confidence reflects how a person views himself. A person's level of confidence is often apparent in every aspect of his being. Confidence shows in a person's speech, body language and mannerisms.

2) Self-confidence is essentially an attitude which allows us to have a positive and realistic perception of ourselves and our abilities. It is characterized by personal attributes such as assertiveness, optimism, enthusiasm, affection, pride, independence, trust, the ability to handle criticism and emotional maturity.

3) Self-confidence is a belief in yourself and your abilities, a mental attitude of trusting or relying on yourself. Confidence is sometime equated with freedom from doubt; however when confidence is needed is usually when the outcome is uncertain, so that true confidence is actually about feeling comfortable with uncertainty and not knowing what the outcome will be. Self-confidence is often linked with self esteem.

4) People who lack confidence may be shy and quiet, although this isn't always the case. Those with little confidence may pass up opportunities because they assume they wouldn't stand a chance competing against others. They doubt themselves and their abilities. They don't have enough confidence to even try.

They fear rejection and failure. These people often don't achieve their potential in life simply because they have already viewed themselves as failures. When people lack self-confidence they are overly preoccupied with what others think. They need to build confidence and take charge of their lives, although it is not easy for someone who suffers from low self-esteem.

5) Self-confidence or self-esteem is the opinion you have of yourself. It is based upon how you perceive your value as a person, particularly with regard to the work you do, your status, achievements, purpose in life, your perceived place in the social order, potential for success, strengths and weaknesses; how you relate to others and your ability to stand on your own feet.

b. Motivation

1) Definition of motivation

a) In the learning process, motivation as directors of behavior is extremely significant. Learner must be helped by anyone in directing behavior. Actually he wants to learn some subjects or anything's but sometime he doesn't find yet the way. The solution, he can be led to see meaning in his learning activities.

b) Motivation, according to Sumardi Suryabrata is situation which exists in someone's self pushing it to do certain

activity to reach a target. Meanwhile, Gates and friends tell that motivation is a psychological and physiological condition which exists in someone's self arranging their action by certain action.

c) Hamzah (2008), motivation is the basic push which moves someone to act. This push is in someone that moves to do something which is appropriate with the push in his or her self. So someone's act that is based on certain motivation contain theme agree with his or her base of motivation.

2) Kind of motivation

Krashen (1985) Generally, there are two kinds of motivation, namely intrinsic and extrinsic motivation

a) Intrinsic motivation

Intrinsic motivation is motivation according for reason that lies within a task and within the person such as feeling of satisfaction of competence, Barbara in Khaerunnisa (2004: 12). The following are some factor effecting intrinsic motivation:

- Physical condition. This factor is one of the crucial factors that can influence the students motivation, a good mood or a bad mood depend on this factor, the students motivation without a good physical condition can't interpret the lesson as good as their friends with a good physical condition.

- Method. The method that applied in the learning process is the crucial factor that the teacher must concern uninteresting style of the teachers method can made the students unmotivated the students in learning the lesson in the class. The method that the teacher uses in the class must appropriate with their mood and level.

- Teacher. One of the most important elements in intrinsic motivation is the teacher themselves. Their skill and their personality are instrumental in creating the condition learning and teaching process.

b) Extrinsic motivation

Points out the extrinsic motivation is motivation of occurs for reasons that lie outside the individual or the task, for instance for on external, Barbara in Khaerunnisa (2004: 15). Extrinsic motivation concerned with factor outside of the class, it divided in two categories:

- Integrative motivation. It refers to whether or not the students need to attract by the culture of that foreign language. Therefore, it causes him integrative himself into culture.

- Instrumental motivation. It described a situation in which students believe that mastery of the target language will be instrumental in getting them into mutual job, position, or status.

3) Characteristics of students motivation

Naiman in Kasman, (2006:7) makes conclusion that there are certain typical characteristics in students' motivation:

a) Positive task orientation. The learner is willing to tackle tasks and challenges and has confidence in his or her success.

b) Ego-involvement. The learner finds it important to succeed in learning in order to maintain and promote his or her own (positive) self-image.

c) Need for achievement. The learner has a need to achieve to overcome difficulties and succeed in what her or she out to do.

d) High aspirations. The learner is ambitious, goes for demanding challenges, high proficiency, top grades.

e) Goal orientation. The learner is very aware of the goals of learning, or of specific learning activities, and directs his or her efforts toward achieving them.

f) Perseverance. The learner consistently invests a high level of effort in learning, and is not discouraged by setback or apparent lack of progress.

g) Tolerance of ambiguity. The learner is not disturbed or frustrated by situation involving a temporary lack of understanding or confusion.

c. Anxiety

1) According to Krashen (1980: 18) anxiety contributes to an addictive filter, which prevents students from receiving input and then language acquisition fails to progress

2) Brown (1994: 141) states that anxiety is a associated with feelings of uneasiness, frustration, self-doubt, apprehension, or worry

3) Natsir in Kasman (2006: 18) defines anxiety as a state of apprehension a vague fear

4) Natsir in Kasman (2006: 12) claims that the anxiety is a general symptom that can be rooted in previous failure, being afraid to ankle mistakes to be citizen, being afraid to lose face, or lacking of self-confidence. This can be blocking the students' performance in speaking classroom or outside.

C. Theoretical Framework

The theoretical framework underlying this research was presented in following diagram:

```
┌─────────┐        ┌──────────┐        ┌─────────┐
│  INPUT  │ ─────> │ PROCESS  │ ─────> │ OUTPUT  │
└─────────┘        └──────────┘        └─────────┘
     │                  │                   │
     ▼                  ▼                   ▼
┌──────────┐  ┌──────────────────┐  ┌──────────────────┐
│ Speaking │  │ Classroom        │  │ Improvement of   │
│ Materials│  │ teaching and     │  │ students'        │
│          │  │ learning speaking│  │ motivation       │
│          │  │ by using         │  │ & self-confidence│
│          │  │ Affective Filter │  │ and reduction    │
│          │  │ Hypothesis       │  │ anxiety          │
│          │  │                  │  │ in learning      │
│          │  │                  │  │ speaking         │
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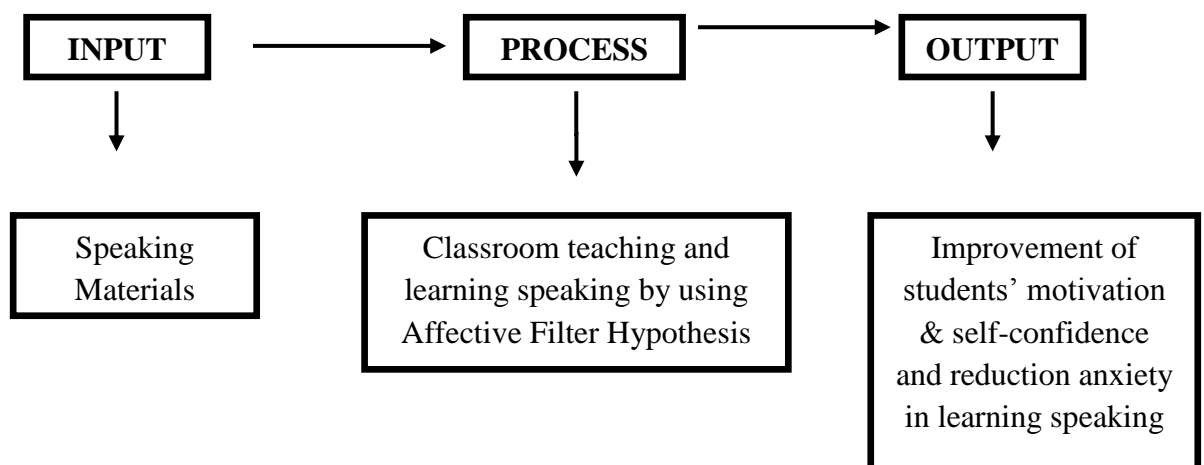
The main component above was describing as follows:

- Input : refers to speaking material.

- Process : refers to teaching and learning speaking by using Affective Filter Hypothesis.

- Output : refers to improvement of students' motivation, confidence and reduce anxiety in learning speaking.

D.   Hypothesis

1. The alternative hypothesis (H1): the application of Affective Filter Hypothesis can improve the students speaking in terms of speaking fairly good self-confidence, fairly high motivation and moderately low anxiety.

2. The Null hypothesis (H0): the application of Affective Filter Hypothesis can't improve the students speaking in terms of speaking high self-confidence, high motivation, and reduce in low anxiety.

CHAPTER III

METHOD OF THE RESEARCH

A.   Research Design

The research method was pre-experimental research with one group pre-test and post test design; this method consisted of three steps namely pre-test, treatment and post-test. The design was formulated as follow:

$$O_1 \qquad X \qquad O_2$$
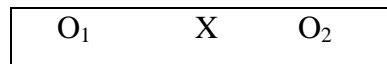
Where :

O_1 = pre-test

X = treatment

O_2 = post-test

1. Pretest

Pretest was given to know the students' speaking knowledge before treatment, in this test the teacher asked the students' to introduce them self and answers 40 question. Pretest was given to find out how well the students' speaking skill before the researcher applied the Affective Filter Hypothesis in the class.

2. Treatment

The treatment was given after pretest. The researcher was applying in the class with seventh meeting. The researcher was prepared to teach speaking by using Affective Filter Hypothesis as follows:

- Teaching speaking by giving material about self introduction. In second meeting, after pre-test the researcher was divided the students in some of small group and teach the students by giving material about how to be good introducing our self with the material about basic rules to introduce our self, opening sentences, closing sentence and the teacher teach the students how to be confidence speaking in front of class.

- Teaching speaking by giving materials about asking, giving and refusing opinion. In this session the teacher explains material about asking, giving, refusing opinion and gives the students some of example of asking, giving and refusing opinion.

- Teaching speaking by giving material about greeting, taking and closing. In the last material the teacher teach the students to learn materials about types of greeting, taking leave, closing, how to be responses the greeting and divide the students in pair to conversation about the material.

3. Postest

Postest given after treatment. Same with pretest, the researcher asked the students to introduce themselves and answer the 40 question

to know the students' speaking skill after the researcher applied the Affective Filter Hypothesis.

B.   Population and Sample

a. Population

The population of this research was the ninth grade students of SMPN 6 Sabbang, Kab. Luwu Utara which consisted of 97 students from 3 class.

b. Sample

The researcher used purposive sampling technique and chooses the ninth grade students' as a sample; total numbers of students were 23 students. It was done because the researcher got the information from English teacher that the score of the students in speaking was still low self-confidence, low motivation and high anxiety.

C.   Research Variable and Indicator

This research consisted of two variables:

1. The independent variable was Affective Filter Hypothesis to help the students' in learning speaking English

2. The dependent variable was the effectiveness of using Affective Filter Hypothesis of the research to improve the students' self-confidence, students motivation and reducing students anxiety at the ninth grade students of SMPN 6 Sabbang.

D.   Research Instruments

There were two instruments of this research, questionnaire and speaking test. The test was divided in two types, namely pre-test and post test. The pre-test was questionnaire and speaking test given before treatment. In this test, the researcher asked the students' to introduce themselves and given 40 questions and the students answer the question. The second test was post test which given after the treatment. In post test the researcher also asked the students' to introduce themselves and answer the questionnaire.

E.   Procedure of Data Collection

The researcher was applying in the classroom for the four weeks with seven meetings. The steps were describes as follow:

a. The first meeting, the students were given pre-test to know the students prior knowledge in speaking skill.

b. The second until sixth meeting was treatment. The researcher was prepared to teach speaking by using Affective Filter Hypothesis as follows:

- Teaching speaking by giving material about self introduction

- Teaching speaking by giving material about asking, giving and refusing opinion

- Teaching speaking by giving material about greeting

c. The last meeting the students were given post test. The researcher was prepared the questionnaire and speaking test. In post test the researcher

asked the students to introduce themselves and answer the questionnaire and then the researcher analysis the data.

F.   Technique Data Analysis

a. Measurement students' self-confidence

Trait	4	3	2	1
Eye Contact	Holds attention of entire audience with the use of direct eye contact, seldom looking at notes.	Consistent use of direct eye contact with audience, but still returns to notes.	Displayed minimal eye contact with audience, while reading mostly from the notes.	No eye contact with audience, as entire report is read from notes.
Body Language	Movements seem fluid and help the audience visualize.	Made movements of gestures that enhance articulation.	Very little movement or descriptive gestures.	No movement or descriptive gestures.
Poise	Student displays relaxed, self-confidence nature about self, with no mistakes.	Makes minor mistakes, but quickly recovers from them; displays little or no tension.	Displays mild tension; has trouble recovering from mistakes.	Tension and nervousness is obvious; has trouble recovering from mistakes.

(Depdikbud, 1985)

Classification of the students' self-confidence:

Classification	Score	Criteria
Excellent	9.6 – 10	The students' holds attention of entire audience with the use of direct eye contact, seldom looking at notes and help the audience visualize.
Very Good	8.6 – 9.5	The students display relaxed,selfconfidence nature about self, with no mistakes
Good	7.6 – 8.5	The students movements seem fluid and help the audience visualize and makes minor mistakes but qiucly recoverse from them.
Fairly Good	6.6 – 7.5	The students consistent use of direct eye contact with audience, but still returns to notes.
Fair	5.6 – 6.5	The students made movements of gestures that enhance articulation.
Poor	3.6 – 5.5	The students displays mild tensions; has trouble recovering from mistakes.
Very Poor	0.0 – 3.5	The students no eye contact with audience, no movements or descriptive gestures and nervousness.

(Depdikbud, 1985 : 8)

To analyze the student's score in self-confidence with speaking, the researcher used the percentage with this formula:

p = $\dfrac{f}{n}$ x 10

Where: p   : Percentage

F   : Score of student's

N   : High score

(Sudjana, 1999)

b. Measurement students' motivation

No.	Statement	Option	
1	Positive Question	Yes	No
2	Negative Question	Yes	No

(Likert in Darnadi 2011)

To classification the rubric of the students' motivation scores:

No.	Classification	Score	Frequency	Percentage
1.	Low motivation	0-33	0	%
2.	Medium motivation	34-66	0	%
3.	High motivation	617-100	0	%

(Sudjono in Yuliar, 2011:37)

To analyze the questionnaire in students' motivation, the researcher used the percentage with this formula: $\% = \dfrac{f}{n} \times 100$

Where: F = Frequency

N = Number of sample

(Depdikbud, 1985)

c. Measurement students' anxiety

No.	Point	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1.	Positive	5	4	3	2	1
2.	Negative	1	2	3	4	5

(Likert in Darnadi 2011)

Classification score of students' anxiety:

100 – 180 = very anxious.

181 – 260 = basically anxious.

261 – 340 = fairly low anxious.

341 – 420 = moderately low anxious.

421- 500 = very low anxious.

(Welch, 2000)

To analyze the questionnaire in students' anxiety, the researcher

used the percentage with this formula: $\% = \dfrac{f}{n} \times 100$

Where: F = Frequency

N = Number of sample

(Depdikbud, 1985)

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter particularly presents the description of data findings and the discussion of the data as the interpretation.

A.   **Findings**

1. **The item analysis of students self-confidence from the speaking test**

Table 1: classification and qualification of mean score in pre-test and posttest

N0	CLASSIFICATION	INTERVAL OF CLASSIFICATION	PRE-TEST		POSTEST	
			F	P	F	P
1.	EXCELLENT	9.6 – 10	0	0%	0	0%
2.	VERY GOOD	8.6 - 9.5	0	0%	0	0%
3.	GOOD	7.6 – 8.5	0	0%	5	21.7%
4.	FAIRLY GOOD	6.6 – 7.5	0	0%	10	43.4%
5.	FAIR	5.6 – 6.5	0	0%	8	34.7%
6.	POOR	3.6 – 5.5	5	21.7%	0	0%
7.	VERY POOR	0.0 – 3.5	18	78.2%	0	0%
TOTAL STUDENTS			23		23	
TOTAL MEAN SCORE			3.4		6.8	

Table 1 indicates that there's no students is excellent in speaking English, there's no students is very good in speaking English, 5 students or 21.7% are good in speaking English, 10 students or 43.4% are fairly good in speaking English, 8 students or 34.7% are fair in speaking English and there's no students was poor and very poor in

speaking English after using the affective filter hypothesis in the class.

It means majority of the students are fairly good self-confidence.

2. The item analysis of students motivation from the questionnaire

Table 2: Classification and qualification of mean score

NO.	Interval of Classification	Percentage (%)	Frequency	Percentage	Qualification
1.	0-33	0-82.5	0	0%	Low motivation
2.	34-66	85-165	14	61%	Fairly motivation
3.	67-100	168-250	9	39.1%	High motivation
Total			23	100%	

The table indicates that there's no students was low motivation, 14 students or 61% are fairly motivation and 9 students or 39.1% are qualified as high motivation. As a whole the majority of the students are in fairly motivation.

3. The item analysis of students anxiety from the questionnaire

Table 3: classification and qualification of mean score

No.	Interval of Classification	Percentage	Frequency	Percentage	Qualification
1.	100-180	0-20	0	0%	Very anxiety
2.	181-260	21-40	3	13.0%	Basically anxiety
3.	261-340	41-60	17	74%	Fairly low anxiety
4.	341-420	61-80	3	13.0%	Moderately low anxiety
5.	421-500	81-100	0	0%	Very low anxiety
Total			23	100%	
Total mean score : 68.4 each student					Moderately low anxiety

The table indicates that there's no student is qualified as very anxiety, 3 students or 13.0% are basically anxiety, 17 students or 74% are fairly low anxiety, 3 students or 13.0% are moderately low anxiety and there's no students is qualified as very low anxiety.

4. **The analysis from the questionnaire of motivation and anxiety graphics**

a. Motivation
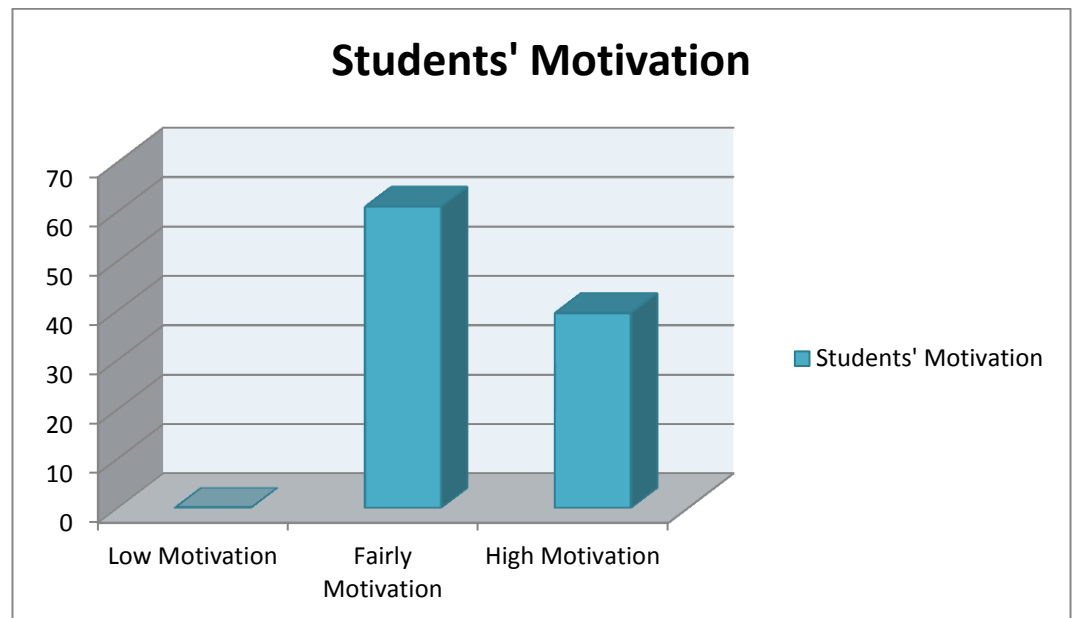
The graphic indicated that there's no students was low motivation, 14 students or 61% are fairly motivation and 9 students or 39.1% are qualified as high motivation. As a whole the majority of the students are in fairly motivation.

b. Anxiety
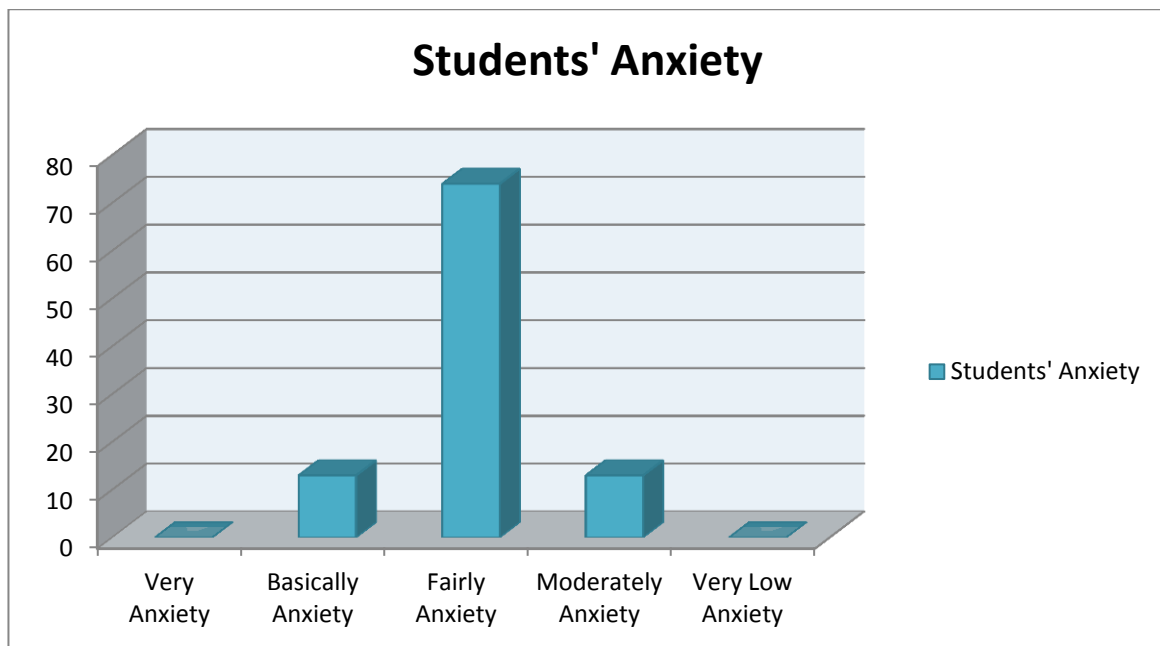
The graphic indicated that there's no student is qualified as very anxiety, 3 students or 13.0% are basically anxiety, 17 students or 74% are fairly low anxiety, 3 students or 13.0% are moderately low anxiety and there's no students is qualified as very low anxiety.

5. The item analysis of students motivation responses from the questionnaire:

Item 1: "I am not tired during speaking learning"

No.	Response	Frequency	Percentage (%)
1.	Yes	17	74%
2.	No	6	26%
	Total	23	100

Item 1 above shows 17 students or 74% responds to yes and 6 students or 26% responds to no. it means that majority of the students feel that they are not tired during speaking learning.

Item 2: "I feel I want to continued speaking learning in a few minutes"

No.	Response	Frequency	Percentage (%)
1.	Yes	12	53%
2.	No	11	47%
	Total	23	100

Item 2 above shows there are 12 students or 53% responds yes and 11 students or 47% respond to no. It means most of the students want to continue learning in a few minutes.

Item 3: "Although I feel tired, I was still able to follow the speaking learning by the teacher"

No.	Response	Frequency	Percentage (%)
1.	Yes	22	95%
2.	No	1	5%
	Total	23	100

Item 3 above shows there are 22 students or 95% responds to yes and 1 student or 5% respond to no. It means that majority of the students had motivation to learning speaking.

Item 4: "I believe I was able to complete the tasks in teaching speaking"

No.	Response	Frequency	Percentage (%)
1.	Yes	16	70%
2.	No	7	30%
	Total	23	100

Item 4 above show there are 16 or 70% student responds to yes and 7 or 30% responds to no. It means that majority of the students was able to complete the tasks in speaking learning.

Item 5: "Learning material provided by the teacher exciting and challenging me to rally pay attention for speaking learning"

No.	Response	Frequency	Percentage (%)
1.	Yes	18	78%
2.	No	5	22%
	Total	23	100

Item 5 above show there are 18 or 78% students respond to yes and 5 or 22% students respond to no. It means that majority of the students' enthusiasm to following the speaking learning.

Item 6: "If there's a challenging task in learning speaking, I will look for some reference or reading other materials to gain a better understanding"

No.	Response	Frequency	Percentage (%)
1.	Yes	19	83%
2.	No	4	17%
	Total	23	100

Item 6 above show there are 19 or 83% students respond to yes and 4 or 17% students respond to no. It means majority of the students still motivated to learning speaking.

Item 7: "Although isn't required by the teacher, I will always pay attention when the teacher explaining about material in learning speaking"

No.	Response	Frequency	Percentage (%)
1.	Yes	22	95%
2.	No	1	5%
	Total	23	100

Item 7 above show there are 22 or 95% students respond to yes and 1 or 5% students respond to no. It means majority of the students always pay attention when the teacher explaining about the material of speaking learning.

Item 8: "For me, all the parts in speaking learning is so important that make me always pay attention"

No.	Response	Frequency	Percentage (%)
1.	Yes	17	74%
2.	No	6	26%
	Total	23	100

Item 8 above show there are 17 or 74% students respond to yes and 6 or 26% students respond to no. It means majority of the students always pay attention to follow speaking learning in the class.

Item 9: "For me the goals that to achieve in teaching speaking is completing tasks properly"

No.	Response	Frequency	Percentage (%)
1.	Yes	21	92%
2.	No	2	8%
	Total	23	100

Item 9 above show there are 21 or 92% students respond to yes and 2 or 8% students respond to no. It means majority of the student have motivation to solve their tasks in speaking learning.

Item 10: "To understand or completing the tasks in speaking, I have always tried to resolve it by myself"

No.	Response	Frequency	Percentage (%)
1.	Yes	23	100%
2.	No	0	0%
	Total	23	100

Item 10 above show there are 23 or 100% students respond to yes. It means all of students always try to resolve their tasks by our self

Item 11: "I feel sleepy during the learning speaking"

No.	Response	Frequency	Percentage (%)
1.	Yes	2	8%
2.	No	21	92%
	Total	23	100

Item 11 above show there are 2 or 8% students respond to yes and 21 or 92% students respond to no. It means majority of the students don't feel sleepy during speaking process, the students seem keep spirit in the classroom.

Item 12: "I feel my brain is so tired in learning speaking"

No.	Response	Frequency	Percentage (%)
1.	Yes	12	53%
2.	No	11	47%
	Total	23	100

Item 12 above show there are 12 or 53% students respond to yes and 11 or 47% students respond to no. It means there are some students still bored or tired when speaking learning.

Item 13: "Actually I feel bored in learning speaking but I was afraid if I didn't pay attention to the teacher"

No.	Response	Frequency	Percentage (%)
1.	Yes	4	17%
2.	No	19	83%
	Total	23	100

Item 13 above show there are 4 or 17% students respond to yes and 19 or 83% students respond to no. It means majority of the students didn't feel bored to follow speaking materials in the class.

Item 14: "I never specify any targets in the speaking learning because I was basically not interested"

No.	Response	Frequency	Percentage (%)
1.	Yes	8	34%
2.	No	15	66%
	Total	23	100

Item 14 above show there are 8 or 34 students respond to yes and 15 or 66% students to respond no. It means majority of the students interested to speaking learning.

Item 15: "I wasn't ordinary to complete the tasks in speaking learning"

No.	Response	Frequency	Percentage (%)
1.	Yes	10	43%
2.	No	13	57%
	Total	23	100

Item 15 above show there are 10 or 43% students respond to yes and 13 57% students respond to no. It means there are some students still lazy to do the tasks or didn't have motivation to learning speaking.

Item 16: "if there's a task that given by the English teacher, I ask someone else to do it"

No.	Response	Frequency	Percentage (%)
1.	Yes	2	8%
2.	No	21	92%
	Total	23	100

Item 16 above show there are 2 or 8% students respond to yes and 21 or 92% students respond to no. It means majority of the students always doing their tasks or homework by our self.

Item 17: "Whether or not new, interesting or challenging things in speaking learning, isn't something that should be considered. Is important I always follow the speaking class.

No.	Response	Frequency	Percentage (%)
1.	Yes	8	34%
2.	No	15	66%
	Total	23	100

Item 17 above show there are 8 or 34% students respond to yes and 15 or 66% students respond to no. It means there are some students lazy to learn speaking in the class.

Item 18: "In learning speaking, there aren't parts that I consider special so I didn't do anything to more understand"

No.	Response	Frequency	Percentage (%)
1.	Yes	9	38%
2.	No	14	62%
	Total	23	100

Item 18 above show there are 9 or 38% students respond to yes and 14 or 62% students respond to no. It means there are some students didn't have motivation to learning speaking.

Item 19: "I never find some interesting parts in learning speaking so I feel I haven't need to pay attention"

No.	Response	Frequency	Percentage (%)
1.	Yes	3	12%
2.	No	20	88%
	Total	23	100

Item 19 above show there are 3 or 12% students respond to yes and 20 or 88% students respond to no. It means majority of the students always pay attention to the teacher in the class.

Item 20: "In learning speaking in the classroom, I always say permission to go to toilet"

No.	Response	Frequency	Percentage (%)
1.	Yes	5	22%
2.	No	18	78%
	Total	23	100

Item 20 above show there are 5 or 22% students respond to yes and 18 or 78% students respond to no. It means majority of the students always pay attention and have motivation to learning speaking

6. The item analysis of students anxiety responses from the questionnaire

Item 1: "I was nervous and confused when I speak English in the class"

No	Classification	Frequency	Percentage
1	Strongly agree	13	57%
2	Agree	8	35%
3	Neutral	2	8%
4	Disagree	0	0%
5	Strongly disagree	0	0%
Total		**23**	**100%**

Item 1 above show there are 13 or 57% students respond to strongly agree, 8 or 35% students respond to agree, 2 or 8% students respond to neutral, there is no students responds to disagree and strongly agree. The majority of students feel nervous and confused when they speak English in the class.

Item 2: "I was afraid other students would laugh at me when I speak English in the class"

No	Classification	Frequency	Percentage
1	Strongly agree	4	17%
2	Agree	0	0%
3	Neutral	10	44%
4	Disagree	5	22%

5	Strongly disagree	4	17%
	Total	23	100%

Item 2 above show there are 4 or 17% students respond to strongly agree, there is no students respond to agree, 10 or 44% students respond to neutral, 5 or 22% students respond to disagree and 4 or 17% students respond to strongly agree. The majority of students feel neutral when other students can laugh when they are speak English in the class.

Item 3: "I feel more nervous during the another learning"

No	Classification	Frequency	Percentage
1	Strongly agree	5	22%
2	Agree	0	0%
3	Neutral	4	22%
4	Disagree	7	30%
5	Strongly disagree	6	26%
	Total	23	100%

Item 3 above show there are 5 or 22% students respond to strongly agree, there is no students respond to agree, 4 or 22% respond to neutral, 7 or 30% students respond to disagree and 6 or 26% students respond to strongly agree. The majority of students feel they aren't nervous during another learn.

Item 4: "My heart beat faster when I will be called upon to speak English in front of other students"

No	Classification	Frequency	Percentage
1	Strongly agree	5	22%
2	Agree	10	44%
3	Neutral	1	2%
4	Disagree	1	2%
5	Strongly disagree	7	30%
	Total	23	100%

Item 4 above show there are 5 or 22% students respond to strongly agree, 10 or 44% students respond to agree, 1 or 2% students respond to neutral, 1 or 2% students respond to disagree and 7 or 30% students respond to strongly disagree. The majority of students didn't feel afraid when they are name will be called to speak English in the class.

Item 5: "I always felt that other students speak English better than me"

No	Classification	Frequency	Percentage
1	Strongly agree	5	22%
2	Agree	4	17%
3	Neutral	1	4%
4	Disagree	4	17%
5	Strongly disagree	9	40%
	Total	23	100%

Item 5 above show there are 5 or 22% students respond to strongly agree, 4 or 17% students respond to agree, 1 or 4% students respond to neutral, 4 or 17% students respond to disagree and 9 or 40% students respond to strongly disagree. The majority of students feel they are speak English is bad.

Item 6: "I always feel like I'm not going to go to class when speaking learning ongoing in the class"

No	Classification	Frequency	Percentage
1	Strongly agree	1	4%
2	Agree	3	13%
3	Neutral	3	13%
4	Disagree	8	35%
5	Strongly disagree	8	35%
	Total	23	100%

Item 6 above show there are 1 or 4% students respond to strongly agree, 3 or 13% students respond to agree, 3 or 13% students respond to neutral, 8 or 35% students respond to disagree and 8 or 35% students respond to strongly agree. The majority of students feel anxiety to follow the speaking class.

Item 7: "In the speaking class I was nervous when I forget about speaking learning material is underway"

No	Classification	Frequency	Percentage
1	Strongly agree	4	17%

2	Agree	5	22%
3	Neutral	6	27%
4	Disagree	4	17%
5	Strongly disagree	4	17%
	Total	23	100%

Item 7 above show there are 4 or 17% students respond to strongly agree, 5 or 22% students respond to agree, 6 or 27% students respond to neutral, 4 or 17% students respond to disagree and 4 or 17% students respond to strongly disagree. The majority of students feel nervous if they are forgetting about speaking material.

Item 8: "Even when I have been preparing and studying all the speaking learning materials, I still feel anxious about it"

No	Classification	Frequency	Percentage
1	Strongly agree	4	17%
2	Agree	5	22%
3	Neutral	3	13%
4	Disagree	2	8%
5	Strongly disagree	9	40%
	Total	23	100%

Item 8 above show there are 4 or 17% students respond to strongly agree, 5 or 22% students respond to agree, 3 or 13% students respond to neutral, 2 or 8% students respond to disagree and 9 or 40%

students respond to strongly disagree. The majority of students feel anxious to speaking English.

Item 9:"I feel when I more learn to speak English, I increasingly feel confused"

No	Classification	Frequency	Percentage
1	Strongly agree	0	0%
2	Agree	3	12%
3	Neutral	2	8%
4	Disagree	9	40%
5	Strongly disagree	9	40%
	Total	23	100%

Item 9 above show there is no students to respond strongly agree, 3 or 12% students to respond agree, 2 or 8% students to respond neutral, 9 or 40% students respond to disagree and 9 or 40% students to respond strongly disagree. The majority of students feel confused to learning speaking.

Item 10: "I feel anxious and panicky when I have to speak English without any preparation"

No	Classification	Frequency	Percentage
1	Strongly agree	10	44%
2	Agree	2	8%
3	Neutral	2	8%
4	Disagree	3	13%

5	Strongly disagree	6	27%
	Total	23	100%

Item 10 above show there are 10 or 44% students respond to strongly agree, 2 or 8% students respond to agree, 2 or 8% students respond to neutral, 3 or 13% students respond to disagree and 6 or 27% students respond to strongly disagree. The majority of students feel anxious and panicky when they are speaking English.

Item 11: "I'm not feel nervous when I will speaking English with my teacher in the classroom"

No	Classification	Frequency	Percentage
1	Strongly agree	6	26%
2	Agree	4	17%
3	Neutral	9	40%
4	Disagree	3	13%
5	Strongly disagree	1	4%
	Total	23	100%

Item 11 above show there are 6 or 26% students respond to strongly agree, 4 or 17% students respond to agree, 9 or 40% students respond to neutral, 3 or 13% students respond to disagree and 1 or 4% students respond to strongly disagree. The majority of students didn't feel nervous when they are speaking English with their teacher.

Item 12: "I didn't feel anxious or stressed even though there are some parts that difficult to I understand when speaking learning ongoing in the class"

No	Classification	Frequency	Percentage
1	Strongly agree	5	22%
2	Agree	6	26%
3	Neutral	4	17%
4	Disagree	3	13%
5	Strongly disagree	5	22%
	Total	23	100%

Item 12 above show there are 5 or 22% students respond to strongly agree, 6 or 26% students respond to agree, 4 or 17% students respond to neutral, 3 or 13% students respond to disagree and 5 or 22% students respond to strongly disagree. The majority of students didn't feel anxious or stressed in speaking English.

Item 13: "I don't feel anxious or scared when speaking learning because of there are so many tasks that given to me is difficult to I understand"

No	Classification	Frequency	Percentage
1	Strongly agree	5	22%
2	Agree	1	4%
3	Neutral	8	35%
4	Disagree	4	17%
5	Strongly disagree	5	22%

	Total	23	100%

Item 13 above show there are 5 or 22% students respond to strongly agree, 1 or 4% students respond to agree, 8 or 35% students respond to neutral. 4 or 17% students respond to disagree and 5 or 22 students respond to strongly disagree. The majority of students didn't feel afraid if there are so many tasks that given by their teacher.

Item 14: "I didn't worry when I make mistakes when I speak English in the classroom"

No	Classification	Frequency	Percentage
1	Strongly agree	7	30%
2	Agree	7	30%
3	Neutral	0	0%
4	Disagree	4	18%
5	Strongly disagree	5	22%
	Total	23	100%

Item 14 above show there are 7 or 30% students respond to strongly agree, 7 or 30% students respond to agree, there is no students respond to neutral, 4 or 18% students respond to disagree and 5 or 22 students respond to strongly disagree. The majority of students didn't worry when they are make mistakes in speaking English.

Item 15: "I usually feel comfortable when speaking learning ongoing in the class"

No	Classification	Frequency	Percentage
1	Strongly agree	11	48%
2	Agree	9	40%
3	Neutral	2	8%
4	Disagree	1	4%
5	Strongly disagree	0	0%
	Total	23	100%

Item 15 above show there are 11 or 48% students respond to strongly agree, 9 or 40% students respond to agree, 2 or 8 students respond to neutral, 1 or 4% students respond disagree and there is no students respond to strongly disagree. The majority of students feel comfortable in speaking English.

Item 16: "I feel confidence when my name would be called upon to speak English in front of my friends"

No	Classification	Frequency	Percentage
1	Strongly agree	8	35%
2	Agree	2	8%
3	Neutral	8	35%
4	Disagree	5	22%
5	Strongly disagree	0	0%
	Total	23	100%

Item 16 above show there are 8 or 35% students respond to strongly agree, 2 or 4% students respond to agree, 8 or 35% students respond to neutral, 5 or 22% students respond to disagree and there is no students respond to strongly disagree. The majority of students feel confident to speaking English in front of their friends.

Item 17: "I wasn't nervous when I don't understand every word that spoken by my teacher"

No	Classification	Frequency	Percentage
1	Strongly agree	5	22%
2	Agree	4	17%
3	Neutral	5	22%
4	Disagree	3	13%
5	Strongly disagree	6	26%
	Total	23	100%

Item 17 above show there are 5 or 22% students respond strongly agree, 4 or 17% students respond to agree, 5 or 22% students respond to neutral, 3 or 13% students respond to disagree and 6 or 26 students respond to strongly disagree. The majority of students didn't feel nervous when they aren't understand the materials that given by they are teacher.

Item 18: "I always feel very confidence and relaxed when I will go to speaking class"

No	Classification	Frequency	Percentage
1	Strongly agree	7	31%
2	Agree	10	44%
3	Neutral	2	8%
4	Disagree	1	4%
5	Strongly disagree	3	13%
	Total	23	100%

Item 18 above show there are 7 or 31% students respond to strongly agree, 10 or 44% students respond to agree, 2 0r 8% students respond to neutral, 1 or 4% students respond to disagree and 3 or 13% students respond to strongly disagree. The majority of students feels confidence and relaxed in speaking class.

Item 19: "I didn't worried when my name would be called upon to speak English in front of other students"

No	Classification	Frequency	Percentage
1	Strongly agree	5	22%
2	Agree	3	12%
3	Neutral	5	22%
4	Disagree	10	44%
5	Strongly disagree	0	0%
	Total	23	100%

Item 19 above show there are 5 or 22% students respond to strongly agree, 3 or 12% students respond to agree, 5 or 22% students respond to neutral, 10 or 44% students respond to disagree and there is no students respond to strongly disagree. The majority of students feel worry when they are name would be called to speaking English front of other students.

Item 20: "I don't feel afraid when my teacher correcting any errors when I speak English"

No	Classification	Frequency	Percentage
1	Strongly agree	19	84%
2	Agree	2	8%
3	Neutral	1	4%
4	Disagree	0	0%
5	Strongly disagree	1	4%
	Total	23	100%

Item 20 above show there are 19 or 84% students respond to strongly disagree, 2 or 8% students respond to agree, 1 or 4% students respond neutral, there is no students respond to disagree and 1 students respond to strongly disagree. The majority of students didn't feel afraid to speaking English.

B.   **Discussion**

In order to be able to get a description and to make a conclusion about the students' self-confidence, motivation and anxiety level in speaking, it is not sufficient to analyze the item one after another. Analysis on all items as a whole is needed to produce a thoughtful conclusion towards the hypothesis proposed earlier in chapter II. For this reason, the researcher used the mean score of all the item responses and the result are following:

a. Self-confidence

For the students' self-confidence, the researcher indicates by speaking test. The mean score of the students' pre-test was 3.4 and the post test was 6.8, it shows that the mean score of post test was greater than pre-test. In pre-test, there's no students is excellent, very good, good, fairly good and fair, 5 students or 21.7% are poor and 18 students' or 78.2% are very poor. In post test, there's no students is excellent, very good, poor and very poor in speaking English, 10 students or 43.4% are fairly good in speaking English and 8 students or 34.7% are fair in speaking English after using the Affective Filter Hypothesis in the class. It means the majority of the students are fairly good or the students speaking English sometime hasty but fairly good self-confidence. After treatment in the class, the Affective Filter Hypothesis can't improve all the students in high self-confidence. The students still feel low confident when speaking English in the class because they are more likely to read text or tend to memorize rather

than speak English as naturally. It means the students are desperate need of English language teaching methods appropriate to improve their confidence when speaking English. Besides that, the teachers also required to create an atmosphere that is comfortable and relaxed classroom so that the students didn't feel tense when speaking learning in the class.

b. Motivation

Based on the data analysis of the students questionnaire from 23 students at SMPN 6 Sabbang Kabupaten Luwu Utara, the result for motivation students in pre-test, there was 5 (21.7%) students are low motivation, 17 (74%) students fairly motivation and 1 (4.3%) students was high motivation. The majority students in pre-test were low motivation. In post-test, there was 14 (61%) students are fairly motivation, 9 (39.1%) students are high motivation and there is no student was still low motivation. The majority students are fairly motivation in speaking taught. It means that the students are fairly motivated after using Affective Filter Hypothesis in teaching speaking. The result was also supported by the statement of Khaerunnisa (2004) there are two kind of motivation that the most important elements in motivation, that is intrinsic motivation and extrinsic motivation like Method. The method that applied in the learning process is the crucial factor that the teacher must concern uninteresting style of the teachers method can made the students unmotivated the students in learning the

lesson in the class. The method that the teacher uses in the class must appropriate with their mood and level.

c. Anxiety

Based on the data analysis of the students' questionnaire from 23 students of SMPN 6 Sabbang Kabupaten Luwu Utara, the researchers indicates the mean score in pre-test was 52.4 and mean score in post test was 68.43. In pre-test there are 21 (92.3%) students are basically anxiety, 1 (4.3%) student was fairly low anxiety and 1 (4.3%) student was very anxiety. In post test, there are 3 (13.0%) students are basically anxiety, 17 (74%) students are fairly low anxiety and 3 (13.0%) students are moderately low anxiety. There is no sharp difference between students basically anxiety and moderately low anxiety in speaking taught. However, the students can reduce their anxiety in speaking after using Affective Filter Hypothesis method.

It can be concluded that the application of Affective Filter Hypothesis in teaching speaking at SMPN 6 Sabbang Kabupaten Luwu Utara in academic year 2017/2018 improve the students in fairly good self-confidence, fairly high motivation and reduce students anxiety in moderately low anxiety. To conclude this research, it shows that all data found and discussed in this chapter refer to the acceptance of the alternative hypothesis. It means that the Affective Filter Hypothesis was a good method to improve the students' motivation, reduce the students' anxiety at the ninth grade students of SMPN 6 Sabbang Kabupaten Luwu Utara in academic year 2017/2018. This result was

also supported by the statements of Krashen (1985) that the natural approach in Affective Filter Hypothesis is a complete component to speak English fluently beside cognitive factors.

CHAPTER V

CONCLUSSION AND SUGGESTION

This chapter consists of two sections. The first section contains conclusion based on the research findings and discussion. The second section contains some suggestions based on the conclusion.

A. **Conclusion**

1. The application of Affective Filter Hypothesis in the ninth grade students of SMPN 6 Sabbang Kabupaten Luwu Utara improves the students self-confidence in speaking English was fairly good self-confidence

2. The application of Affective Filter Hypothesis in the ninth grade students of SMPN 6 Sabbang Kabupaten Luwu Utara improve the students motivation in speaking English was fairly high motivation

3. The applications of Affective Filter Hypothesis in the ninth grade students of SMPN 6 Sabbang Kabupaten Luwu Utara reduce the students in speaking English was moderately low anxiety.

B. **Suggestions**

Based on the conclusion put forward above, the researcher proposed some suggestions as follows:

To teachers:

1. The teachers should be using the students daily communication in teaching English, a teacher should be more creative, selective, innovative in presenting the material and to make the students more motivated to speak actively, the teacher should choose the

interesting teaching device which is suitable to the students interest, needs and create the fun condition and situation to make the students confidence and low anxiety.

2. The teacher should not interrupt the flow of conversation with constant minor corrections. They need to wait until the students finish a conversations exchange.

3. The teachers should tell the students that we focus our speaking English at fluently, not accuracy. So that we do not need to pay close attention on grammar.

4. In speaking activities, the teachers should not give the anxious students embarrassing activities, such as showing the faultiest or mistakes and the teachers give the students speaking exercise at home or outside classroom.

5. The teachers should be sympathies in teaching speaking to the students who are anxious in their speaking activity and the teachers should never give up motivating their students to speak English.

To the students:

1. The students should have a positive opinion to their teachers and their friends in getting self-confidence to minimize their anxious in speaking.

2. The students should be practice their English every day until reach the high level, use the other topic in daily conversation to speak, learn to mention or train the tongue to say the words, memorize words, memorize words as much as possible and do not forget to

pay attention the tenses and don't feel shy or afraid to do mistakes in communicate to all people.

3. The students should take much English speaking exercise at home before entering in the classroom and the students should always speak English to be a good speaker.

To the next researcher:

1. The researcher needs to find other way to build the students self image or self-confidence.

2. The researcher needs to research how to make the students motivate in speaking English.

3. The researcher needs to research how to overcome or minimize the students' anxiety in speaking class.

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APPENDICES

1. **List of students' name**

NO.	NAME	GENDER	NIS
1.	ALWI	M	204
2.	ANGGI PRANATA	M	205
3.	AIMAR	M	206
4.	DILSA KRIS	F	207
5.	DINI WIDIAWATI	F	208
6.	DIZA FITRIAH	F	209
7.	EKAWATI	F	210
8.	FITRASARI	F	211
9.	FITRIANI	F	212
10.	FAHRI SAPUTRA	M	213
11.	HERI	M	214
12.	MAGFIRAH	F	215
13.	MARYAM	F	216
14.	MUH. FIKRI	M	217
15.	MUH. FADLI RAHYUL. S	M	218
16.	MUH. PAISAL	M	219
17.	MUH. MUJISAT	M	220
18.	MUH. RAFLI	M	221
19.	NURUL	F	222
20.	NUR ANNISA	F	223
21.	RAFID	M	224
22.	WIDI	F	225
23.	YOGI PRATAMA	M	226
Total of students		**23**	

Note:

M : Male

F : Female

2. **Score of students self-confidence responses in pre-test and postest**

NO	NAME	PRE –TEST			POST TEST		
		EC	BL	P	EC	BL	P
1.	ALWI	1	1	1	4	2	2
2.	ANGGI PRANATA	1	2	1	4	3	3
3.	AIMAR	1	1	1	3	2	2
4.	DILSA KRIS	2	2	2	4	3	3
5.	DINI WIDIAWATI	1	2	1	3	2	3
6.	DIZA FITRIAH	1	2	1	2	3	3
7.	EKAWATI	1	2	1	4	3	3
8.	FITRASARI	1	2	1	2	3	2
9.	FITRIANI	1	1	1	3	2	2
10.	FAHRI SAPUTRA	1	2	1	3	3	2
11.	HERI	1	1	1	2	2	2
12.	MAGFIRAH	2	2	1	3	4	3
13.	MARYAM	2	2	1	3	3	3
14.	MUH. FIKRI	2	2	2	3	3	4
15.	MUH. FADLI RAHYUL. S	1	1	2	3	2	3
16.	MUH. PAISAL	1	1	1	3	1	2
17.	MUH. MUJISAT	2	1	1	4	3	2
18.	MUH. RAFLI	1	2	2	2	3	2
19.	NURUL	1	2	1	4	3	2
20.	NUR ANNISA	2	1	1	4	2	2
21.	RAFID	2	1	1	3	2	2
22.	WIDI	1	1	2	3	3	2
23.	YOGI PRATAMA	1	2	1	2	3	2
	Score	**78.3**			**155.8**		
	Mean score each students	**3.4**			**6.8**		

Note:

EC : Eye contact

BL : Body language

P : Poise

3. **Score of students motivation responses in pre-test and posttest**

NO.	NAME	PRE-TEST			POSTEST		
		S	F	C	S	F	C
1.	ALWI	9	39.1	MEDIUM	14	60.8	MEDIUM
2.	ANGGI PRANATA	7	30.4	LOW	18	78.2	HIGH
3.	AIMAR	8	34.7	MEDIUM	15	65.2	MEDIUM
4.	DILSA KRIS	11	47.8	MEDIUM	17	73.9	HIGH
5.	DINI WIDIAWATI	9	39.1	MEDIUM	15	65.2	MEDIUM
6.	DIZA FITRIAH	7	30.4	LOW	13	56.5	MEDIUM
7.	EKAWATI	8	34.7	MEDIUM	15	65.2	MEDIUM
8.	FITRASARI	12	52.1	MEDIUM	18	78.2	HIGH
9.	FITRIANI	14	60.8	MEDIUM	18	78.2	HIGH
10.	FAHRI SAPUTRA	7	30.4	LOW	14	60.8	MEDIUM
11.	HERI	7	30.4	LOW	12	52.1	MEDIUM
12.	MAGFIRAH	9	39.1	MEDIUM	12	52.1	MEDIUM
13.	MARYAM	14	60.8	MEDIUM	16	69.5	HIGH
14.	MUH. FIKRI	17	73.9	HIGH	19	82.6	HIGH
15.	MUH. FADLI. R. S	15	65.2	MEDIUM	19	82.6	HIGH
16.	MUH. PAISAL	8	34.7	MEDIUM	16	69.5	HIGH
17.	MUH. MUJISAT	7	30.4	MEDIUM	12	52.1	MEDIUM
18.	MUH. RAFLI	12	52.1	MEDIUM	18	78.2	HIGH
19.	NURUL	13	56.5	MEDIUM	15	65.2	MEDIUM
20.	NUR ANNISA	12	52.1	MEDIUM	15	65.2	MEDIUM
21.	RAFID	7	30.4	LOW	13	56.5	MEDIUM
22.	WIDI	11	47.8	MEDIUM	14	60.8	MEDIUM
23.	YOGI PRATAMA	8	34.7	MEDIUM	12	52.1	MEDIUM
	SCORE	17 (74%)			14 (61%)		
	QUALIFICATION	Low Motivation			Fairly Motivation		

Note:

S   : Score

F   : Frequency

C   : Classification

4. **Score of students anxiety responses in pre-test**

No.	Item for Anxiety					Score	Frequency	Classification
	SA	A	N	D	SD			
1.	25	15	5	2	10	64	278.2	Basically anxiety
2.	20	4	10	5	20	71	308.6	Basically anxiety
3.	15	17	9	2	1	54	234.4	Basically anxiety
4.	5	20	10	8	10	64	278.2	Basically anxiety
5.	8	2	3	12	20	51	221.7	Basically anxiety
6.	35	4	0	0	20	66	286.9	Basically anxiety
7.	13	10	12	7	15	65	282.6	Basically anxiety
8.	7	19	0	10	0	44	191.3	Very anxiety
9.	20	8	6	5	5	56	243.4	Basically anxiety
10.	20	10	14	4	0	57	247.8	Basically anxiety
11.	6	10	9	15	19	70	304.3	Basically anxiety
12.	6	13	15	8	0	51	221.7	Basically anxiety
13.	10	12	12	13	15	68	295.6	Fairly low anxiety
14.	16	0	3	0	40	66	286.9	Basically anxiety
15.	0	0	9	14	30	57	247.8	Basically anxiety
16.	0	20	20	4	5	57	247.8	Basically anxiety
17.	32	5	10	10	0	66	286.9	Basically anxiety
18.	5	7	9	15	10	57	247.8	Basically anxiety
19.	10	12	15	10	6	60	260.8	Basically anxiety
20.	10	10	15	14	6	63	273.9	Basically anxiety
21.	15	14	20	6	5	60	260.8	Basically anxiety
22.	14	12	5	0	20	61	265.2	Basically anxiety
23.	5	20	10	8	6	58	252.1	Basically anxiety
Score						**1197**		
Total mean score						**52.04**		

Note:

      SA   : Strongly agree

      A   : Agree

      N   : Neutral

      D   : Disagree

      SD   : Strongly disagree

5. **Score of students anxiety responses postest**

No	Item for Anxiety					Score	Percentage	Classification
	SA	A	N	D	SD			
1.	16	8	9	0	43	76	330.4	Fairly low anxiety
2.	38	6	15	8	5	72	313.0	Fairly low anxiety
3.	18	12	9	10	14	61	265.2	Fairly low anxiety
4.	26	6	12	8	17	69	300	Fairly low anxiety
5.	28	8	6	14	10	66	286.9	Fairly low anxiety
6.	45	0	0	4	22	71	308.6	Fairly low anxiety
7.	25	14	12	10	11	72	313.0	Fairly low anxiety
8.	0	38	0	26	0	64	278.2	Fairly low anxiety
9.	31	0	6	2	18	57	247.8	Basically anxiety
10.	30	12	9	4	5	60	260.8	Basically anxiety
11.	20	12	21	12	6	71	308.6	Fairly low anxiety
12.	7	16	24	10	0	57	247.8	Basically anxiety
13.	20	16	15	8	20	79	343.4	Moderately low anxiety
14.	35	6	3	4	31	79	343.4	Moderately low anxiety
15.	30	2	15	6	30	83	360.8	Moderately low anxiety
16.	6	26	6	16	22	76	330.4	Fairly low anxiety
17.	15	14	24	10	5	68	295.6	Fairly low anxiety
18.	11	10	15	20	6	62	269.5	Fairly low anxiety
19.	13	14	12	10	16	65	282.6	Fairly low anxiety
20.	13	14	12	10	16	65	282.6	Fairly low anxiety
21.	15	14	24	10	5	68	295.6	Fairly low anxiety
22.	33	12	6	6	6	63	273.9	Fairly low anxiety
23.	11	16	9	18	16	70	304.3	Fairly low anxiety
Score						**1574**		
Total mean score						**68.43**		

Note:

SA : Strongly agree

A : Agree

N : Neutral

D : Disagree

SD : Strongly disagree

6. **The calculation of students' self-confidence**

   a. Pre-test

   $$\frac{F}{N} \times 10$$

   $$\frac{94}{12} \times 10 = 78.3$$

   $$\frac{Score}{N} \quad \frac{78.3}{23} = 3.4$$

   b. Posttest

   $$\frac{F}{N} \times 10$$

   $$\frac{187}{12} \times 10 = 155.8$$

   $$\frac{Score}{N} \quad \frac{155.8}{23} = 6.8$$

7. **The calculations of students' motivation**

   a. Pre-test

   $$\frac{F}{N} \times 100$$

   $$\frac{17}{23} \times 100 = 74$$

   b. Posttes

   $$\frac{F}{N} \times 100$$

   $$\frac{14}{23} \times 100 = 61$$

8. **The calculation of students' anxiety**

   a. Pre-test

   $$\frac{F}{N} \times 100$$

   $$\frac{252.1}{23} \times 100 = 1197$$

   $$\frac{Score}{N} \quad \frac{1197}{23} = 52.04$$

b. Posttest

$$\frac{F}{N} \text{ x } 100$$

$$\frac{304.3}{23} \text{ x } 100 = 1574$$

$$\frac{Score}{N} \quad \frac{1574}{23} = 68.43$$

LESSON PLANS

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah	**: SMPN 6 SABBANG**
Mata Pelajaran	**: Bahasa Inggris**
Materi Pokok	**: Greeting, Taking and Closing**
Kelas/Semester	**: XI/1**
Pertemuan ke	**: 2**
Alokasi Waktu	**: 2 x 35 menit (1 kali pertemuan)**

A. **Standar Kompetensi**
- Mengungkapkan makna dalam percakapan transaksional dan interpersonal dalam konteks kehidupan sehari-hari

B. **Kompetensi Dasar**
- Merespon makna yang terdapat dalam percakapan transaksional (to get things done) dan interpersonal (bersosialisasi) resmi dan tak resmi yang menggunakan ragam bahasa lisan sederhana secara akurat, lancar dan berterima dalam kontek sehari-hari dan melibatkan tindak tutur: greeting, taking and closing
- Mengungkapkan makna dalam percakapan transaksional (to get things done) dan interpersonal (bersosialisasi) resmi dan tak resmi secara akurat lancar dan berterima dengan menggunakan ragam bahasa lisan sederhana dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur: greeting, taking and closing

C. **Indikator Pencapaian Kompotensi**
- Merespon dengan benar terhadap tindak tutur: greeting, taking and closing
- Melakukan berbagai tindak tutur dalam wacana lisan interpersonal/transaksional: greeting, taking and closing

D. **Tujuan Pembelajaran**

- Merespon dengan benar terhadap tindak tutur: greeting, taking and closing

- Melakukan berbagai tindak tutur dalam wacana lisan interpersonal/transaksional: greeting, taking and closing

E. **Materi Pokok**

1. Greetings

GREETINGS	RESPONSES
Good morning	Good morning
Good afternoon	Good afternoon
Good evening	Good evening
How nice to see you	Yes, it's been quite a while
Hello…	Fine, thanks. and you?
How are you?	Very well, thanks, and you?
Hi, Ani!	Hi, Budi!
How've you been?	Pretty good
How are you doing?	OK
How you doing?	Not bad

2. Taking Leave

TAKING LEAVE	RESPONSES
Well, I am afraid I have to go	Thank you for coming
It's been a pleasure	Yes. I've enjoyed it
I really must go now	Maybe we can talk again
Maybe we could get together sometime	Sounds good
I've really to go	Ok. See you
Got to go now	See you again

3. Closing

CLOSING	RESPONSES
Until next time	Good bye
Good night, Ani	Good night, Budi
Good bye, Ani	Good bye, Budi
Have a nice (weekend)	You too
Talk to you later	Bye. Take it easy
See you later	So long. Take care

4. Types of Greeting

    a. Formal greeting

        - Good Morning, Mr. Raffi. (before 12 a.m)

        - Good Afternoon , Mom.(12-6 p.m)

        - Good Evening, Dad. (until about 9 p.m)

        - Good night, sweetheart.

    b. Informal greeting

        - Hi, Tyo.

        - Hello, Budi.

        - Etc.

5. Contoh Dialog

    Doalog 1

    Teacher   : "good morning students"

    Students   : "good morning sir"

    Teacher   : "how are you todat?"

    Students   : "we are fine. And you?"

    Teacher   : "fine too"

    Dialog 2

    Budi   : "Hi, Hendra".

    Hendra   : Hello Budi".

    Budi   : "How are you doing?"

    Hendra   : "Pretty well. By the way, where are you going Hen?"

Budi   : "I'm going to Bandar Swimming pool. Will you join with me?"

Hendra   : "Oh, sorry I must help my mom in the market".

Budi   : "It's okay. See you next time Hendra".

Hendra   : "see you. Have a nice day".

Catatan:

- Good morning digunakan dari jam 00.00 s/d 12.00 (Jam 00 dini hari sampai dengan 12 siang)
- Good day/noon diucapkan jam 12.00
- Good afternoon digunakan dari setelah jam 12.00 s/d 18.00
- Good Evening dipakai dari jam 18.00 s/d 24.00(00.00)
- Good night digunakan untuk mengucapkan selamat berpisah/selamat tidur.
- P.m. (post merediem) = dari jam 12.00 siang s/d 24.00 malam
- A.m (Ante merediem) = dari jam 24.00/00.00 s/d 12.00 siang
- Di Indonesia menggunakan jam sistem 24 jam sedangkan di Inggris/Amerika menggunakan sistem 12 jam dengan menggunakan a.m dan p.m untuk membedakan malam dan siang.

F.   **Metode/Strategi Pembelajaran**

Metode   : Contekstual Teaching and Learning (CTL)

Strategi/pendekatan : Natural approach

G.   **Kegiatan Pembelajaran**

1. Kegiatan awal (15 menit)

   a. Guru mengawali kegiatan belajar dengan salam pembuka dan doa bersama sebelum memulai pelajaran

   b. Guru memeriksa kehadiran siswa

   c. Guru memberikan apersepsi sebelum pembelajaran dimulai

   a. Guru menjelaskan tujuan pembelajaran yang akan dicapai

2. Kegiatan inti (50 menit)

a. Guru memberikan dan menjelaskan materi tentang greeting, taking dan closing

b. Guru membaca berbagai contoh ungkapan tentang greeting, taking dan closing kemudian meminta siswa mengikutinya

c. Guru membaca contoh doalog greeting, taking dan closing dan meminta siswa mengikutinya

d. Guru membagi siswa berpasang-pasangan, kemudian mengintruksikan siwa agar mempraktikkan dialog tentang greeting didepan kelas secara berpasangan

3. Kegiatan Penutup (15 menit)

a. Siswa diberi kesempatan bertanya tentang materi yang belum mereka pahami

b. Guru memberikan kesimpulan dari materi yang diajarkan

a. Guru menyampaikan tentang rencana pembelajaran pada pertemuan selanjutnya

b. Guru mengakhiri pelajaran dengan doa dan salam penutup.

H.   Sumber dan Alat

Sumber   : Buku pintar bahasa Inggris untuk SMP, internet

Alat   : Papan tulis

I.   Penilaian

No	Aspek yang Dinilai	Nilai
Sikap (*attitude*)		
1	Ingin tahu	
2	Percaya diri	
3	Jujur	
Perilaku (*action*)		
1	Kerja sama	

2	Melakukan tindak komunikasi yang tepat	
Pengetahuan *(knowledge)*		
1	Pengucapan	
2	Kelancaran	
3	Intonasi	
Total		
Rata-Rata		

Makassar,   2016

Mengetahui,

Kepala Sekolah   Guru Mata Pelajaran

Yurlina, S.Ag   Syahraeni, S.Pd
NIP. 197806092008012014   NIP.

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah	**: SMPN 6 SABBANG**
Mata Pelajaran	**: Bahasa Inggris**
Materi Pokok	**: Self Introduction**
Kelas/Semester	**: XI/1**
Pertemuan ke	**: 3 dan 4**
Alokasi Waktu	**: 4 x 35 menit (2 kali pertemuan)**

A. **Standar Kompetensi**
- Speaking : Siswa mampu menirukan kalimat perkenalan diri dengan baik dan benar

B. **Kompetensi Dasar**
- Speaking : Siswa mampu berkomunikasi dengan benar dan wajar dalam konteks perkenalan diri di diepan kelas

C. **Indikator Pencapaian Kompetensi**
- Siswa mampu berkomunikasi dengan lancar, benar, dan wajar secara lisan dalam konteks perkenalan diri
- Siswa mampu membaca kalimat perkenalan diri dengan nyaring dengan pengucapan dan intonasi yang akurat.
- Siswa mampu menulis kalimat-kalimat sederhana yang berkaitan dengan perkenalan diri

D. **Tujuan Pembelajaran**
Siswa mampu berkomunikasi dengan baik dan wajar secara lisan dan tertulis dalam konteks perkenalan diri di dalam kelas.

E. **Karakter yang Diharapkan**
Berani dan Mandiri

F.   **Materi Pokok**

1. Basic rules to introduce your self
   a. Perkenalkan diri anda dengan sopan
   b. Gunakan gesture tubuh yang baik sesuai adat dan budaya setempat
   c. Hindari menyampaikan hal-hal negatif
   d. Awali dengan berjabat tangan jika berkenalan langsung
   e. Awali dengan salam (Hai, Hi, Halo, Assalamualaikum) jika perkenalan di tempat umum

2. Salam pembuka
   a. Hi
   b. Hello
   c. Hi friends
   d. Hello everybody
   e. How do you do?
   f. How are you?

3. Kalimat perkenalan
   a. Let me introduce my self
   b. Allow me to introduce my self
   c. I would like to introduce my self

4. Kalimat penutup
   a. Nice to meet you
   b. It is a pleasure to meet you
   c. See you next time
   d. Good bye
   e. Thank you
   f. Thank you very much
   g. Thank you for your attention
   h. This is the end of myself introduction

5. Contoh introducing self

"Assalamualaikum Wr. Wb. Good afternoon everyone. I would like to introduce myself, I am Muhammad Subrata and you can call me subrata. I am from Makassar, and I live at Jl. Trans Sulawesi No. 24. I was born in Marobo, October 04, 1994".

"I live with my parents. My mother's name is Mrs. Asahri and my father's name is Mr. Bambang. My father is a journalist while my mother is an elementary school teacher. Okay, I think that's all and it's a pleasure to meet you, I hope we can be a good friend. Thank you very much".

G. Metode/Strategi Pembelajaran

a. Metode : Contekstual Teaching and Learning (CTL)

b. Pendekatan/Strategi : Natural Approach

H. Kegiatan Pembelajaran

1. Kegiatan Awal (15 menit)

d. Guru mengawali kegiatan belajar dengan salam pembuka dan doa bersama sebelum memulai pelajaran

e. Guru memeriksa kehadiran siswa

f. Guru memberikan apersepsi sebelum pembelajaran dimulai

g. Guru menjelaskan tujuan pembelajaran yang akan dicapai

2. Kegiatan inti (50 menit)

a. Siswa menyimak dan memperhatikan penjelasan guru tentang self introduction

b. Siswa dibagi menjadi berpasang pasangan

c. Guru menyiapkan kertas indeks yang berisi dialog tentang self introduction dan membagikannya kepada setiap pasangan

d. Guru meminta setiap pasangan untuk mempraktikkan dialog tentang self introduction

3. Kegiatan penutup (15 menit)

   a. Siswa diberi kesempatan bertanya tentang materi yang belum mereka pahami

   b. Guru memberikan kesimpulan dari materi yang diajarkan

   c. Guru menyampaikan tentang rencana pembelajaran pada pertemuan selanjutnya

   d. Siswa diberi tugas untuk membuat dialog self introduction dan membacakannya di depan kelas pada pertemuan selanjutnya

   e. Guru mengakhiri pelajaran dengan doa dan salam penutup.

I.   Sumber dan Alat

a. Sumber : *Buku Pintar Bahasa Inggris untuk SMP, internet.*

b. Alat : Kertas warna

J.   Penilaian

Aspek yang dinilai	Jenis Penilaian	Bentuk Instrumen
Kognitif	Tes Tulis	Soal
Psikomotor	Praktik	Cek List
Afektif	Pengamatan siswa di kelas	Rubrik Sikap

Makassar,   2016

Mengetahui,

Kepala Sekolah   Guru Mata Pelajaran

Yurlina, S.Ag   Syahraeni, S.Pd
NIP. 197806092008012014   NIP.

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah   : SMPN 6 SABBANG

Mata Pelajaran : Bahasa Inggri

Materi Pokok   :Asking, Giving and Refusing Opinion

Kelas/Semester : XI/1

Pertemuan ke   : 5 dan 6

Alokasi Waktu : 4 x 35 menit (2 kali pertemuan)

A.   Standar Kompetensi

Speaking: mengungkapkan makna dalam teks percakapan transaksional dan interpersonal resmi dalam konteks kehidupan sehari-hari

B.   Kompetensi dasar

-   Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan menyatakan pendapat sesuai dengan konteks penggunaannya.

-   Menyusun teks tulis untuk menyatakan dan merespon ungkapan menyatakan pendapat dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, benar dan sesuai konteks.

C.   Indikator

-   Menggunakan dan mempraktikkan tindak tutur menyampaikan pendapat

-   Merespon dan mempraktikkan tindak tutur meminta pendapat

-   Mengidentifikasi berbagai macam ekspresi untuk mengungkapkan dan meminta pendapat

D.   Tujuan

-    Setelah mengamati dan mendiskusikan teks tulis untuk menyatakan dan merespon ungkapan menyatakan pendapat, peserta didik dapat

berperilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman secara konsisten.

- Setelah mengamati dan mendiskusikan teks tulis untuk menyatakan dan merespon ungkapan menyatakan pendapat, peserta didik dapat menjelaskan fungsi sosial, struktur teks, dan unsur kebahasaan secara tepat.

- Setelah memahami dan mendiskusikan teks tulis untuk menyatakan dan merespon ungkapan menyatakan pendapat, peserta didik dapat menyusun teks tulis untuk menyatakan dan merespon ungkapan menyatakan pendapat, dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks.

E.   Materi Pembelajaran

1. Asking Opinion
   a. What do you thing (of/about)…?
   b. Do you think (that)…?
   c. Why do they behave like that?
   d. Do you have any idea?
   e. How do you like…?
   f. How is your fell?
   g. Please, give me your frank opinion
   h. What's your opinion? (less formal)

2. Giving Opinion
   a. I think so
   b. I believe that…
   c. In my opinion…
   d. It seems to me (that)…
   e. As far as I'm concerned…
   f. I think that…
   g. If you ask me…
   h. Not everyone will angry with me, but…

      i.   From my point of view…

      j.   We had better…

      k.   Yeah, I like it.

      l.   You are right

      m. I agree/disagree…

3. Refusing opinion

      a.   No. I don't think so…

      b.   I am not with you.

      c.   I am not in line with you.

      d.   I have different opinion about…

      e.   Absolutely no…

      f.   Sorry, I don't have one

      g.   I disagree with your opinion

4. Contoh

      a.   Alex   : Mom, what do you think of my watch?

          Mom   : Woow! I think it's very amazing. Who bought you the watch?

          Alex   : I bought it myself. I have saved some of my pocked money to buy it.

          Mom   : great my son!

      b.   Dara   : There are many airplane accidents nowadays. What Do you think Yandar ?

          Yandar : It shows the bad condition of the airplane business in Indonesia.

          Dara   : In your opinion, what should the airlines do?

          Yandar : I think they should pay more attention to the quality of their planes and fliht services.

F.   Metode/Strategi Pembelajaran

  a. Metode   : Contekstual Teaching and Learning

  b. Strategi/Pendekatan   : Natural Approach

G. **Kegiatan Pembelajaran**

4. Kegiatan Awal (15 menit)

   h. Guru mengawali kegiatan belajar dengan salam pembuka dan doa bersama sebelum memulai pelajaran

   i. Guru memeriksa kehadiran siswa

   j. Guru memberikan apersepsi sebelum pembelajaran dimulai

   k. Guru menjelaskan tujuan pembelajaran yang akan dicapai

5. Kegiatan inti (50 menit)

   a. Guru memberikan dan menjelaskan materi tentang asking, giving and refusing opinion

   b. Guru membaca berbagai contoh ungkapan tentang asking, giving, and refusing opinion dan meminta siswa mengikutinya

   c. Guru membaca contoh doalog asking, giving dan refusing opinion dan meminta siswa mengikutinya

   d. Siswa diberi kesempatan bertanya tentang materi yang belum mereka pahami

6. Kegiatan penutup (15 menit)

   a. Guru memberikan kesimpulan dari materi yang diajarkan

   b. Guru menyampaikan tentang rencana pembelajaran pada pertemuan selanjutnya dan membagi siswa dalam beberapa kelompok

   c. Siswa diberi tugas untuk membuat dialog tentang asking, giving dan refusing opinion. Setiap kelompok masing-masing diberi gambar tentang peristiwa atau kejadian, kemudian membuatkan dialog yang berkaitan tentang materi pembelajaran dan membacakannya di depan kelas pada pertemuan selanjutnya

   d. Guru mengakhiri pelajaran dengan doa dan salam penutup.

H. **Sumber dan Alat**

a. Sumber   : buku pintar bahasa Inggris untuk SMP, internet

b. Alat   : kertas gambar

I.   Penilaian

No	Aspek yang Dinilai	Nilai
Sikap (*attitude)*		
1	Ingin tahu	
2	Percaya diri	
3	Jujur	
Perilaku (*action)*		
1	Kerja sama	
2	Melakukan tindak komunikasi yang tepat	
Pengetahuan *(knowledge)*		
1	Pengucapan	
2	Kelancaran	
3	Intonasi	
Total		
Rata-Rata		

Makassar,   2016

Mengetahui,

Kepala Sekolah   Guru Mata Pelajaran

Yurlina, S.Ag   Syahraeni, S.Pd
NIP. 197806092008012014   NIP.

QUESTIONNAIRE FOR MOTIVATION

Nama :

Kelas :

Petunjuk pengisian questionnaire:

Berilah tanda (√) pada kotak yang tersedia sesuai dengan pilihan jawaban anda.

Jika anda menganggap pernyataan itu sesuai dengan keadaan anda pada saat ini,

maka beri tanda (√) di kolom "YA". Jika tidak, beri tanda (√) di kolom 'TIDAK".

NO.	PERNYATAAN/INDIKATOR	YA	TIDAK	Skor
1.	Saya tidak merasa lelah pada saat pembelajaran speaking.			
2.	Saya merasa masih ingin pembelajaran speaking dilanjutkan beberapa menit lagi.			
3.	Meskipun agak letih, saya masih mampu mengikuti pembelajaran speaking yang disajikan oleh guru.			
4.	Saya yakin saya mampu menyelesaikan tugas-tugas yang diberikan dalam pembelajaran speaking.			
5.	Materi pembelajaran speaking yang diberikan guru menarik dan menantang saya untuk betul-betul memperhatikan selama pembelajaran berlangsung.			
6.	Jika ada tugas speaking yang menantang dalam pembelajaran, maka saya akan mencari referensi atau bahan bacaan lainnya untuk mendapatkan pemahaman yang lebih baik.			
7.	Meskipun tidak diminta, saya pasti akan selalu memperhatikan guru ketika menjelaskan selama pembelajaran speaking berlangsung.			
8.	Buat saya, semua bagian dalam pembelajaran speaking sangat penting sehingga menarik perhatian saya.			

9.	Target yang harus saya capai dalam pembelajaran speaking adalah menyelesaikan tugas-tugas dengan baik dan benar.			
10.	Untuk memahami pembelajaran atau menyelesaikan tugas-tugas speaking, saya memang selalu berusaha menyelesaikannya sendiri.			
11.	Saya merasa mengantuk selama pembelajaran speaking berlangsung.			
12.	Saya merasa otak saya terlalu lelah berfikir selama pembelajaran speaking berlangsung.			
13.	Sebenarnya saya bosan dengan pembelajaran speaking tapi saya takut jika guru menganggap saya tidak memperhatikan pembelajaran speaking.			
14.	Saya tidak menentukan target apapun dalam mengikuti pelajaran speaking karena saya memang pada dasarnya tidak tertarik.			
15.	Saya sudah biasa tidak menyelesaikan tugas-tugas yang diberikan guru dalam pelajaran speaking.			
16.	Jika ada tuga yang diberikan oleh guru speaking, saya meminta orang lain untuk mengerjakannya.			
17.	Ada atau tidaknya hal-hal baru, menarik atau menantang dalam pembelajaran speaking bukanlah sesuatu yang harus diperhatikan. Yang penting masuk kelas.			
18.	Dalam belajar speaking, tidak ada bagian yang saya anggap istimewa jadi saya tidak melakukan hal-hal khusus untuk memahaminya.			
19.	Saya tidak pernah menemukan ada bagian yang menarik dalam pelajaran speaking sehingga saya merasa tidak perlu memperhatikannya.			
20.	Dalam pembelajaran speaking dikelas, saya lebih sering ngobrol dengan teman, atau ber-SMS, atau minta izin ke WC/kantin.			

QUESTIONNAIRE

QUESTIONNAIRE FOR ANXIETY

Nama :

Kelas :

Petunjuk pengisian:

Berilah tanda (√) pada kotak yang tersedia sesuai dengan pilihan jawaban anda. Criteria untuk skor : 1 = sangat setuju, 2 = setuju, 3 = cukup setuju, 4 = tidak setuju, 5 = sangat tidak setuju.

No.	Pernyataan/indicator	Options				
		1	2	3	4	5
1.	Saya merasa gugup dan bingung ketika saya berbicara inggris dikelas.					
2.	Saya merasa takut siswa lain akan menertawakan saya ketika saya berbicara bahasa inggris dikelas.					
3.	Saya merasa lebih gugup dan tegang pada saat pembelajaran yang lainnya.					
4.	Jantung saya berdetak lebih kencang ketika saya akan dipanggil untuk berbicara bahasa inggris didepan siswa lainnya.					
5.	Saya selalu merasa bahwa siswa lainnya berbicara bahasa Inggris lebih baik daripada saya.					
6.	Saya sering merasa seperti tidak akan masuk ke kelas pada saat pembelajaran speaking berlangsung.					
7.	Dikelas speaking saya merasa gugup ketika saya lupa tentang materi-materi pembelajaran speaking yang telah saya pelajari sebelumnya.					
8.	Bahkan ketika saya telah mempersiapkan dan mempelajari semua materi pembelajaran speaking, saya masih merasa cemas tentang hal itu.					
9.	Saya merasa semakin saya belajar					

|					
	untuk berbicara bahasa Inggris, saya semakin bingung.				
10.	Saya merasa cemas dan panik ketika saya harus berbicara bahasa Inggris tanpa persiapan apapun.				
11.	Saya tidak akan merasa gugup pada saat berbicara bahasa Inggris dengan guru saya dikelas.				
12.	Saya sama sekali tidak merasa cemas atau stress meskipun ada beberapa bagian yang agak sulit dipahami selama pembelajaran speaking berlangsung.				
13.	Saya tidak merasa cemas atau takut dalam pembelajaran speaking karena tugas-tugas yang diberikan banyak yang sulit saya pahami.				
14.	Saya tidak merasa khawatir ketika saya melakukan kesalahan pada saat saya berbicara bahasa Inggris dikelas.				
15.	Saya biasanya merasa nyaman saat pembelajaran speaking berlangsung dikelas.				
16.	Saya merasa yakin ketika nama saya akan dipanggil untuk berbicara didepan kelas.				
17.	Saya merasa gugup ketika saya tidak mengerti setiap kata yang diucapkan oleh guru saya.				
18.	Ketika saya sedang dalam perjalanan ke kelas speaking, saya merasa sangat yakin dan santai.				
19.	Saya tidak merasa khawatir ketika nama saya akan dipanggil untuk berbicara bahasa Inggris didepan kelas.				
20.	Saya tidak merasa takut ketika guru saya memperbaiki setiap kesalahan saya pada saat berbicara bahasa Inggris.				

PHOTO OF DOCUMENTATION

CURRICULUM VITAE
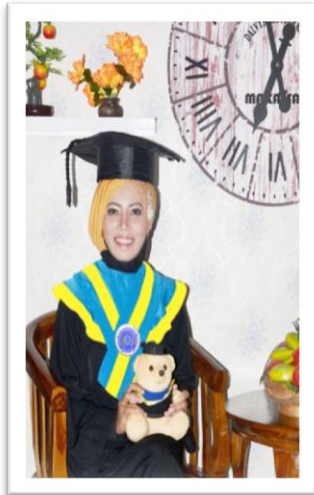
Nita. S was born on October 4th 1994 in Marobo, Kabupaten Luwu Utara. She was the 7th child from the marriage of her parents Sabbang Sirumpa and Lintak Dengen (almh). In 2002 she started her education in SDN 016 Salulimbong and graduated her elementary school in 2007. In the same year she continues her study in SMPN 02 Sabbang and graduated her junior high school in 2009. And then she continues her study in SMAN 1 Sabbang kabupaten Luwu Utara and graduated her senior high school in 2012. In the same year she was accepted as the student in English Department Faculty of Teachers Training and Education, Muhammadiyah University of Makassar. She participated actively in some organization star from when she was elementary school she was the member of PRAMUKA until when she was junior high school and senior high school she was the member of PRAMUKA and OSIS, and then she join in LIMPA INDONESIA (Lingkar Intelektual Muda Pemerhati Pendidikan) and some of organization when she was a student of university.