

**USING SELECTIVE ERROR CORRECTION AND GROUP WORK TO
REDUCE STUDENTS' ANXIETY OF SPEAKING ENGLISH
IN THE CLASSROOM**

THESIS

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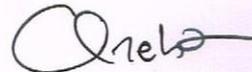
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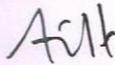
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ABSTRACT

This research examines obstacles faced by Acehnese students in learning English, noting that many such students are highly competent in reading, writing, and listening, but not in speaking. It suggests that students are worried about making oral mistakes, which cannot be erased once uttered, and that oral activities completed in English class are often meaningless and irrelevant to daily life. The aims of this research are to find out the level of anxiety on speaking English of most students in the classroom and to discover whether selective error corrections and group work reduce students' anxiety of speaking English. The writer used purposive sampling to choose the sample of this research. 30 students were selected from 2nd grade of Vocational High School, Masjid Raya, Aceh Besar by distributing foreign language speaking anxiety questionnaire developed by Horwitz et al (1986) to see the level of the students' anxiety of speaking English. Meanwhile, to get in depth information to answer the research questions, pre-test and post-test were employed in this research. Then, the writer used selective error correction and group work as a method to see the way how to reduce students' anxiety of speaking English. The result of this study showed that 15 of students with high level of anxiety, 12 students with medium level of anxiety and 3 students with low level of anxiety. In addition, the result of pre-test and post-test indicates that after getting treatment, students' anxiety of speaking English was reduced. This is proved by the score obtained in both of tests; pre-test is 53 and post-test is 85. Thus, for this study the writer found that using selective error correction is a good way to help the students to reduce their speaking anxiety in speaking English in front of the class; in addition, dividing students into a group can make them easier to give their opinion for finishing their tasks.

CHAPTER I

INTRODUCTION

A. Background of Study

In learning a foreign language, students have to understand what others speak and try to respond to them. However, learning English as a foreign language has always been a problematic thing for Indonesian students (Pasassung, 2003, p. 27). They were exposed to English only in a language class. Most of the students express their fears and a feeling of uneasiness against learning English as a foreign language.

In Neuheun, Aceh Besar, many Acehnese students of English are highly competent in reading, writing, and listening, but not in speaking. "Some teachers blame this situation on the washback effect of entrance examinations. Some teachers assert this situation to be a result of the Acehnese characteristics of being quiet and shy in class" (Crooks & Chaudron, 2001, p. 242). Other teachers complain about the difficulty of controlling oral communication activities in large classes and also point out the lack of oral communicative activities in textbooks, complaining that the teachers have to cover so many pages in a limited class time and leave no extra time for additional communicative activities (Crookes & Chaudron, 2001, p. 242).

In addition, students are very self-conscious when they are required to engage in speaking activities that expose their inadequacies, and these feelings often lead to "fear, or even panic" (Horwitz, Horwitz and Cope, 1986, p. 128). Young (1990, p. 541) stated that speaking a foreign language is often cited by

students as their most anxiety-producing experience. In fact, the problem of language anxiety happens not only to beginner but also to the university students who usually deal with English.

Foreign language anxiety frequently shows up in testing situations. Anxiety is defined as a state of uneasiness and apprehension or fear caused by the anticipation of something threatening. Language anxiety has been said by many researchers to influence language learning. Whereas facilitating anxiety produces positive effects on learners' performance, too much anxiety may cause a low self-confidence. Students commonly report to counselors that they "know" a certain grammar point but "forget" it during a test or an oral exercise when many grammar points must be remembered and coordinated simultaneously (Horwitz, Horwitz and Cope, 1986, p. 126).

Price (1991, cited in Koba, et al. 2000) has investigated the students by asking questions about what made them most anxious in foreign language class. All of the subjects answered that having to speak a foreign language in front of other students resulted in the most anxiety. Horwitz, et al. (1991, p. 127) also stated that over studying sometimes makes students so anxious as to cause errors in speaking or on tests. According to Krashen (1982, p. 169), anxiety contributes to an affective filter, which prevents students from receiving input, and then language acquisition fails to progress.

In reality two problems of the Acehnese English language learning in a classroom commonly occur. The first problem is lack of self-confidence because of their low English competency. Second, lack support from classroom

environment, in this case they often receive negative responses from their classmates such as laughing at their mistake. Actually, students really want to be competent in speaking as well as in the other three skills. However, they face some challenges that have been mentioned above which come from their internal and external factors. Thus, it is essential that teachers realize these two obstacles to improve students' speaking abilities (Bygate, 2001).

Some previous studies have explored the students' anxiety in English speaking class. One of them conducted by Abdullah and Lina (2008) who showed that there were a number of students who thought that they felt nervous when they had to speak without preparation and felt very conscious about speaking in English in front of other students. The other study conducted by Occhipinti (2009) revealed that anxiety faced by students occurred when they were asked to speak in the target language in front of the class. In addition, he added that students were afraid of making mistakes when they spoke in the target language. Students were conscious about the importance of being corrected as a good way to improve English.

Students with anxiety disorder display a passive attitude in their studies such as lack of interest in learning, poor performance in exams, and on assignments. The anxiety's psychological symptoms among students include feeling nervous before a tutorial class, panicking, going blank during a test, feeling helpless while doing assignments, or lack of interest in a difficult subject whereas the physiological symptoms include sweaty palms, cold, nervousness, panic, fast pace of breathing, racing heartbeat, or an upset stomach (Ruffins, 2007). The

prevalence of anxiety among university students has been acknowledgement by students and educators. To reduce the anxiety of students the teacher should use some method to make them comfortable to speak in English in front of the class.

Selective error correction and group work can help teachers in reducing the level of concerns of students in learning English because these two methods will be used simultaneously in every learning process takes place so that changes in students will appear slowly. Selective error correction will be played by the teacher in helping to correct the mistakes were made by students when speaking English; group work will be a place for students to make them more confident and courageous to learn to speak English and respond to other students to try to correct errors were made unconsciously.

Due to the cases above, this study was undertaken to see how anxiety exists in speaking class among the students in senior high school. The writer was interested in conducting a quantitative study about selective error correction and group work in relation to students' anxiety of speaking English in the classroom.

B. Research Questions

Based on the background of study, the writer formulates the research questions as follows:

1. What is the level of anxiety on speaking English of most student in the classroom?
2. Does selective error correction and group work reduce students' anxiety of speaking English in the classroom?

C. The Aims of Research

The aims of the study can be stated as follows:

1. To find out the level of anxiety on speaking English of most students in the classroom.
2. To discover whether selective error correction and group work reduce students' anxiety of speaking English.

D. Research Benefit

This study has a theoretical and practice significant.

1. Theoretical significant

This research finding is expected to support the existing theories and empirical evidences of the working knowledge and principles of English language teaching, particularly to the achievement of the students in learning speaking English by using selective error correction and group work.

2. Practical significant

- a. For teacher: this study provides an information of using selective error correction and group work to reduce students' anxiety of speaking English in the classroom.
- b. For student: this study leads the students to experience learning speaking with selective error correction and group work, thus they know its effect on overcoming their anxiety of speaking English.

E. Research Terminology

This sub chapter explains about some keywords that need further explanation in order to prevent misunderstanding between the researcher and the reader. They are:

1. Selective Error Correction

Selective error correction is a two-step process, which involves, first, the identification of an error and then the highlight of the error so that the learners can obtain the information that he or she needs to correct his or her error. Selective error correction, only particular wrongdoings are picked for highlighting (Edge 1989; Ferris 2002). Accordingly, teachers should use selective error correction. It would save his/her time and effort and students would get more benefit especially if he/she focuses on limited aspects of speaking on his/her feedback. This would not affect negatively on the students' attitude towards speaking as they would find their papers not full of marks and teachers comments Ferris (2002).

Furthermore, it might lead them to focus on some errors and eradicate those errors in their future spoken work. Consensus on adopting selective error correction to be employed leads to an important question which is "which type of errors should be corrected?" Ferris (2002) advises the teacher to apprehend some points as he/she selects errors to be corrected. Many studies were conducted to know what the teachers apply as they correct their students' errors, and what students prefer to receive from their teachers. In this study selective error correction means that the teacher selects some errors from the students' spoken words to be corrected.

2. Group Work

Group work is to involve students' working collaboratively on set tasks, in or out of the classroom. According to Doyon (2000, p.19), group work includes two items; first, any learning and teaching tasks or activities that require students to work in groups; second, any formal assessment tasks that require students to work in groups. And group sizes can vary from pairs to large groups of students. This guide deals with small groups (pairs and small teams of three to six). While the focus is on the face-to-face environment, much of the content also applies to larger groups or the online context.

For this research, group work mean gives students the opportunity to engage in process skills critical for processing information, and evaluating and solving problems, as well as management skills through the use of roles within groups, and assessment skills involved in assessing options to make decisions about their group's final answer. All of these skills are critical to successful teamwork both in the classroom and the workplace. In English speaking class, group work is very helpful for students in reducing anxiety and increasing their courage to speak in front of the class. So, in the group work, each student can help his/her peers to correct their mistakes while talking without worrying being laughed.

3. Students' Anxiety

Students anxiety is one of the most prominent and pervasive emotions, have been defined as a feeling of uneasy suspense (Rachman, 1998, p. 2). Anxiety is defined as the "subjective feeling of tension, apprehension, nervousness and worry associated with and arousal of the autonomic nervous system" (Spielberger, 1983,

p. 15). For this research students anxiety means a specific-situation that refers to anxiety conditions that are experienced during study process and could be disturbance of academic performance.

CHAPTER II

LITERATURE REVIEW

2.1 Definition of Speaking

Speaking consists of producing systematic verbal utterances to convey meaning (Bailey and Nunan, 2005, p. 2). They also assert that speaking is an interactive process of constructing meaning that involves producing and receiving and processing information. It can be perceived that speaking is a kind of interaction process involving two or more people (as speaker(s) and listener(s)) in order to convey and receive the intended information. Therefore, in this case, the people involving in the interaction process should strive to speak clearly so that the information can be conveyed and accepted as expected.

Burn and Joyce (1999 cited in Heriansyah, 2008, p. 11) explain that speaking is an active process of negotiating meaning and using social knowledge of situation. It means that speaker and interlocutor have to understand each other about the topic that they are speaking or discussing so that the conversation can run well. According to Brown (2004, p.3), speaking is an interactive process of constructing meaning that involves producing and receiving and processing information.

Additionally, Brown and Yule (1983, cited in Richard, 2008, p. 21) made useful distinctions between the interactional functions speaking, in which it serves to establish and maintain social relations, and the transactional functions, which focus on the exchange of information. Thus, speaking is a great component in

communication; it has an important role in transferring ideas, opinions, intentions and information to others. It is the process of building and sharing meaning through the use of verbal and non-verbal symbols (Chaney, 1998, p. 13).

Moreover, Hornby (1984, cited in Utama, 2013, p. 3) points out that speaking is to utter words to express thought by words, to utter speech, discourse, or argue, to talk, to mention, to tell by writing, to communicate ideas in matter. Based on the definition above, speaking includes some component which should be mastered, like: vocabulary, pronunciation, structures, fluency and comprehension for oral communication.

From those definitions, it can be understood that speaking not only expresses opinions, ideas, feelings, but also creates a process of communication that occurs to give the information from one person to another. Speaking covers five sub skills which cannot be separated one another; there are grammar, vocabulary, pronunciation, fluency, and comprehension.

2.2 Sub Skills of Speaking

According to Pandiya (2013, p. 44), speaking is a complex skill of interaction between the speaker and the listener. It is concerned with components of grammar, vocabulary, pronunciation, fluency, and comprehension.

A. Grammar

According to Nunan (2003, p. 154), grammar is generally thought to be a set of rules specifying the correct ordering of words at sentence level. The Longman Dictionary of Applied Linguistic quoted by Nunan (2003, p. 154) defines grammar

as a description of the structure of a language and the way in which units such as words and phrases are combined to produce sentences in the language. Grammar is needed for students to arrange a correct sentence in conversation. The utility of grammar is also to learn the correct way to gain expertise in a language in oral and written form.

B. *Vocabulary*

Vocabulary is one of language aspects which is very important in any language learning including speaking. Vocabulary is the body of words used in a particular language. Without having a sufficient vocabulary, one cannot communicate effectively or express their idea in both oral and written form. Having limited vocabulary is also a barrier that precludes learners from learning a language. Therefore, to be able to communicate as clearly as possible in a target language, the students have to master a lot of vocabulary.

C. *Pronunciation*

According to Oxford Advanced Learners English Dictionary, pronunciation is a way in which a language or a particular word or sound is spoken. Pronunciation is the act or manner of pronouncing words; utterance of speech. In other words, it can also be said that it is a way of speaking a word, especially a way that is accepted or generally understood. In the senses, pronunciation entails the production and reception of sounds of speech and the achievement of the meaning (Kristina, Diah, *et al.* 2006, p. 1).

D. *Fluency*

Fluency can be defined as the ability to speak fluently and accurately. Hieke (1985) as cited in Rafida (2003, p.13) states that fluency is an ability to use long sentences with few pauses, in coherence in the topics, and to be creative and imaginative in their language use. Fluency is important to make the ideas or message of speaking understood by listener, therefore someone must speak fluently.

E. *Comprehension*

Comprehension is the understanding between speaker and listener that communicate in the same language as the base of the communication. O'Malley, *et al.* (1989, p. 122) say that listening comprehension is viewed theoretically as an active process in which individuals focus on selected aspects of aural input, construct meaning from passage, and relate what they hear to existing knowledge. Thus, comprehension is needed for students to improve understanding fully.

Based on the explanations above, it can be concluded that speaking has some elements which are very important to be known in learning and teaching speaking.

2.3 Basic Types of Speaking

There are a lot of activities in the classrooms that have been oriented to speaking for real communication. The activities are conducted merely for giving students opportunities to practice speaking. In his book, Brown (2004, p. 141) divides the basic types of speaking into 5 categories as follows:

A. *Imitative*

At one end of a continuum of types of speaking performance is the ability to simply parrot back (imitate) a word or phrase or possibly a sentence. While this is a purely phonetic level of oral production, a number of prosodic, lexical, and grammatical properties of language may be included in the criterion performance. We are interested only in what is traditionally labelled “pronunciation”: no inferences are made about the test-taker’s ability to understand or convey meaning or participate in an interactive conversation. The only role of listening here is in the short-term storage of a prompt, just long enough to allow the speaker to retain the short stretch of language that must be imitated.

B. Intensive

Second type of speaking frequently employed in assessment contexts is the production of short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical, or phonological relationship (such as prosodic elements-intonation, stress, rhythm, juncture). The speaker must be aware of semantic properties in order to be able to respond, but interaction with an interlocutor or test administrator is minimal at best. Examples of intensive include reading aloud, sentence and dialogue completion; limited picture-cued tasks including simple sequences; and translation up to the simple sentence level.

C. Responsive

Responsive assessment tasks include interaction and test comprehension but at the somewhat limited level of very short conversations, standard greetings and

small talk, simple requests and comments, and the like. The stimulus is almost always a spoken prompt (in order to preserve authenticity), with perhaps only one or two follow-up questions or retorts:

A. Mary: Excuse me, do you have the time?

Doug: Yeah. Nine-fifteen.

B. T: What is the most urgent environmental problem today?

S: I would say massive deforestation.

C. Jeff: Hey, Stef, how's it going?

Stef: Not bad, and yourself?

Jeff: I'm good.

Stef: Cool, Okay, got to go.

D. Interactive

The difference between responsive and interactive speaking is in the length and complexity of the interaction, which sometimes includes multiple exchanges and/or multiple participants. Interaction can take the two forms of transactional language, which has the purpose of exchanging specific information, or interpersonal exchanges, which have the purpose of maintaining social relationship. (In the three dialogues cited above, A and B were transactional, and C was interpersonal). In interpersonal exchanges, oral production can become pragmatically complex with the need to speak in a casual register and use colloquial language, ellipsis, slang, humour, and other sociolinguistic conventions.

E. Extensive

Extensive oral production tasks include speeches, oral presentations, and story-telling during which the opportunity for oral interaction from listener is either highly limited or ruled out altogether. Language style is frequently more deliberative (planning is involved) and formal for extensive tasks, but we cannot rule out certain informal monologues such as casually delivered speech (for example, my vacation in the mountain, a recipe for outstanding pasta primavera, recounting the plot of a novel or movie).

2.4 Definition of Anxiety

Anxiety, one of the most prominent and pervasive emotions, was defined as a feeling of uneasy suspense (Rachman, 1998, p. 2) and has been a focus of research in foreign language learning since early 1970s. Anxiety is defined as the “subjective feeling of tension, apprehension, nervousness and worry associated with an arousal of the autonomic nervous system” (Spielberger, 1983, p. 15). It has also been called as an emotional response to “a threat to some value that the individual holds essential to his existence as a personality” (May, 1977, p. 205). In addition, Sillamy (1996 cited in Idri, 2012) described anxiety as an affective state characterized by a feeling of insecurity, a diffused trouble.

Anxiety in relation to foreign or second language learning, on the other hand, is defined as the specific negative reaction experienced in particular foreign or second language learning contexts when learners are expected to perform in the second or foreign language (Gardner and MacIntyre, 1993, p. 2). These definitions

reflect researchers' diverse views on anxiety, complicating the issue of finding one encompassing definition of this concept.

2.5 Perspective of Anxiety

There are three perspectives from which research studies on anxiety are conducted. They are trait anxiety, state anxiety, and situation-specific anxiety (MacIntyre & Gardner, 1991a, p. 86). Trait anxiety, a motive or acquired behavioural disposition that predisposes an individual to perceive a wide range of objectively non-dangerous circumstances as threatening, and to respond to these circumstances with anxiety state reactions disproportionate in intensity to the magnitude of the objective danger, is relatively permanent and steady personality feature (Spielberger, 1966, p. 11). State anxiety is a sense of uneasiness that may be experienced at a particular moment in time, as a response to a definite situation, for example, prior to an examination (Spielberger, 1983, p. 20).

This anxiety can be provoked in the confrontation of the perceived threat (MacIntyre & Gardner, 1991a, p. 90). However, it is temporary and altered in time. In order to attribute the experience to a particular source, researchers adopt situation specific perspective to the study of anxiety. This perspective focuses on the situations in which anxiety is aroused and this kind of anxiety is therefore termed as situation-specific anxiety. Situation specific perspective requires the respondents to ascribe their anxiety to particular sources. Situation specific studies can offer more understanding to particular anxiety in diverse situations.

2.6 The Causes of Foreign Language Anxiety

Horwitz (1986, p. 127) considered that language anxiety has a relation to performance evaluation within academic and social contexts. There are three performance anxieties related to the causes of foreign language anxiety: (A) communication apprehension, (B) test anxiety, (C) fear of negative evaluation.

A. Communication Apprehension

According to McCroskey (1977, p. 80), communication apprehension is a type of shyness characterized by fear of or anxiety about communicating with people. Difficulty in speaking in dyads or groups (oral communication anxiety) or in public (stage fright), or in listening to or learning a spoken message (receiver anxiety) are all manifestations of communication apprehension. Therefore, communication apprehension in a foreign language context is different from that in another context. Oral communication consists of two components: listening and speaking. Speaking is anxiety-provoking in foreign language activities (MacIntyre & Gardner, 1991b, p. 299). Daly (1991) and Young (1986) find that most students are particularly anxious when they have to speak a foreign language in front of their class.

According to Phillips (1991), it is clear that fear of speaking in public is different from anxiety about social contact. True communication apprehension means that the sufferers see more value in keeping quiet in all circumstances (even in conversation) than they do from talking. Speech anxiety is a much-targeted fear. As to listening, it is a problem for language learners, too. Foreign language learners

usually have difficulty understanding others. Because of the lack of control of oral communication, communication apprehension emerges (MacIntyre & Gardner, 1991c, p. 252).

B. Test Anxiety

Horwitz, *et al.* (1986, p. 127) as “a type of anxiety stemming from a fear of failure” and by Sarason (1978) as “the tendency to view with alarm the consequences of inadequate performance in an evaluative situation”. Students who are test-anxious in foreign language class probably experience considerable difficulty since test and quizzes are frequent and even the brightest and most prepared students often make errors. The anxiety experienced in test situations has also been related to the more general anxiety felt on other occasions (Gordon & Sarason, 1955, p. 318), being described as a personality trait rather than as a feeling due to the specific situation.

C. Fear of Negative Evaluation

Fear of negative evaluation is defined as “apprehension about others’ evaluations, distress over their negative evaluations, and the expectation that others would evaluate oneself negatively” (Watson, & Friend, 1969, p. 450). Although it is similar to test anxiety, fear of negative evaluation is broader in scope because it is not restricted to test-taking situations. In addition to situations of tests, it may take place in any social, evaluative situation such as interviewing for a job or speaking in foreign language class.

MacIntyre and Gardner (1991c, p. 253) propose that fear of negative evaluation is closely related to communication apprehension. When students are ensuring of what they are saying, fear of negative evaluation occurs and they may doubt about their ability to make a proper impression. In a foreign language context, negative evaluation derives mainly from both teachers and their peers because foreign languages require continual evaluation by the teacher and anxious students may also be intensely susceptible to the evaluations of their peers.

2.7 Definition of Selective Error Correction

Selective error correction becomes a part of most ESL and EFL job because they think it develops their students writing and speaking skills. Richards and Schmidt (2002) define error correction as a tool used by teachers or advanced learners to correct errors made by the learners as they speak or write. By using error correction, teachers intend to assist their students recognizing their errors and knowing how to deal with those errors. The purpose of error correction is not to eradicate students' errors, but to improve their accuracy and develop their self-editing as they write in English (Edge 1989; Ferris 2002). James (1998) explains that correction is used in three ways:

1. Informing the learners that there is an error and leaving them to discover it and repair it themselves.
2. Providing treatment or information that leads to the revision and correction of the specific instance of error (the error token) without aiming to prevent the same error from recurring later.

3. Providing learners with information that allow them to revise or reject the wrong rule they were operating with when they produced the error token. The result will be to induce learners to revise their mental representation of the rule, so that this error type does not recur. (James 1998, p. 236-237)

To put it briefly, the goal of teachers as they use error correction is leading students to identify their errors, correct their errors themselves, improve their accuracy, and develop their revising and editing abilities.

2.8 Type of Selective Error correction

A. Self-Correction

Self-correction is when learners correct themselves instead of a teacher doing it. Teachers can involve learners in self-correction to different degrees, by giving learners more or less guidance as to the location and nature of their errors, and examples of good use of language to compare their own to. Example *The learner says 'I feel relax' and then immediately changes this to 'I feel relaxed'*. In the classroom Learners can be helped to self-correct with various degrees of help. Using a correction rubric for written homework involves a lot of guidance, but using a facial expression to indicate there is a problem when a learner says something involves less. Giving learners enough time to self-correct in conversation is an effective technique in itself.

B. Peer-Correction

Peer Correction is a method of correcting work where other students in the class correct mistakes rather than having the teacher correct everything. This activity is useful because it involves the whole class in the moment and it also allows the teacher to check what the rest of the class knows. If, for example, it becomes evident that no one in the class really knows where the problem lies then the teacher can take appropriate steps to explain it to everyone.

2.9 Definition of Group Work

Group work is a student-centered way of teaching that emphasizes collaboration, cooperation, and teamwork. Rance-Roney (2010) describes group work as a classroom practice where “students work in teams to construct knowledge and accomplish tasks through collaborative interaction.” Sometimes teachers use groups to work on short activities in an informal way. However, a more formal structure to group work can provide many benefits for the students as well. Why use group work? The answer may come from the understanding that social support is important for learners to be successful in the classroom (Vygotsky, 1978).

Working in groups allows students to be in an interactive environment. This interaction helps them to develop language and social skills. During group work, students are engaging with the task, increasing their confidence, and becoming responsible for their own learning (Sajedi, 2014). Working together

is effective because students interact meaningfully in the target language and get helpful feedback from peers. Moreover, students develop “positive interdependence” through group work. This means that they encourage and help each other by sharing ideas and knowledge to reach a common goal.

In many cases, group work can help you manage your classroom successfully regardless of class size or content. Group work creates an atmosphere that encourages successful behaviors’ (Hilliard Jason, 1999). Working in groups engages students with others who may have different sets of language and social skills. Using smaller groups to meet classroom goals allows students to develop skills that are valuable in life and work, such as: talking about ideas, justifying opinions, collaborating with others, building consensus, handling conflict, disagreeing politely (Hilliard Jason, 1999). What if groups are noisy or arguing? Students who are focused, engaged, and working collaboratively can seem noisy at times. Teachers should have clear expectations and assign student roles and responsibilities. There will still be noise, but this will be the positive noise of students completing meaningful learning tasks (Hilliard Jason, 1999).

In addition, some groups will experience conflict and disagreement with their members. Teachers can show ways to deal with conflict and help students learn to manage themselves. Remember that learning in groups mirrors real-life learning experiences outside of the classroom as well. Group work takes thought and planning. However, even in large groups, if there is clear instruction, group work can be an extremely successful tool for engaging

students in the classroom and helping them to remember key concepts (Kagan S, 1995).

How can I use group work in my classroom? Organization is one of the most important features of effective group work. For group work to run smoothly, the teacher must plan carefully. First, teachers should structure an early lesson to help students understand the elements of group work. The lesson should have four key components: a respectful and safe community of learners, communication skills for group work, strategies for dealing with conflict, and classroom expectations for working in groups (Kagan S, 1995). For group work to be effective, students need to understand the purpose and goals of the group task and the criteria for success. Teachers should also plan tasks that promote learning and are meaningful and authentic. Small groups might practice for a larger whole class presentation. Each student could create a piece of information for their group that helps complete a learning task. Group members could discuss ideas related to a topic and decide on the top three ideas (Kagan S, 1995).

2.10 Types of Group Work

Group work can be made in different ways for different purposes. Sometimes a teacher might assign students to groups based on learner differences. At other times, the teacher might allow the students to select their own groups (Rance Roney, 2010). There are no set rules, but here are some general questions to consider about grouping students:

• *How many students?* The research on this topic varies. Some experts recommend small groups with four to five students. Others say that somewhere between three and seven students is ideal. The number of students depends on the type of content and the learning objectives of the task. In addition, the number of students does not need to be the same in all groups. The teacher may decide that different students would benefit from interacting in different ways (Rance Roney, 2010). Large or small, groups should provide equal opportunities for success among the members. This means that everyone has the chance to contribute and demonstrate knowledge and abilities.

• *Homogeneous or heterogeneous?* In other words, should the group members be the same in some ways or different? Again, this will be based on the learning setting and on the learners themselves. The choice often depends on the objective of the lesson. Some types of tasks work well when the students have different characteristics – different genders, abilities, skill levels, nationalities, and/or personalities (Rance Roney, 2010). For example, a problem solution activity benefits from different viewpoints. Other tasks might be more successful with group members who have similar characteristics. If you are doing a discussion activity, consider putting the quieter students together. They will feel more comfortable and have more opportunities to speak. Random grouping can also be useful sometimes. This can quickly be done by having students count off to the desired number of groups or even by using an online team generator (Rance Roney, 2010).

- *Fixed or flexible?* Teachers can decide if they want the groups to have the same members over a period of time or change members each class or lesson that uses group work. In fixed groups, the members can develop relationships and trust that can benefit learning. On the other hand, using flexible groups allows students to get to know each other. This builds classroom community. Students also benefit from each other's strengths and see a wide variety of perspectives. Teachers can also choose to use a combination of fixed and flexible grouping in their classes (Rance-Roney, 2010).

- *Should group members have assigned roles?* Some teachers like to have specific roles for members in each group so expectations and student responsibilities are clear. Individual roles are not always necessary. For starting out, though, assigned roles can provide valuable structure for group work. Roles can be assigned by the teacher or decided by the groups themselves. Roles can be consistent for the whole project or rotated among group members (Rance Roney, 2010). Here are some ideas to start with for student roles:

- Leader: manages interaction in the group and keeps them on task.
- Scribe/Note-taker: writes down the important information related to the task (fills in a chart, completes the checklist, or takes notes).
- Reporter: gives results to the whole group or shares information as needed.
- Time-keeper: makes sure that the work is progressing on time and with enough time to finish. Specific roles can be based on the type of task and number of students in the groups; for example, having someone monitor

vocabulary might also be useful, or assigning someone to create a visual element.

2.11 Previous Research

Few studies in anxiety have been conducted by some researchers. Some of their findings as follows: Riasati (2011) in his journal “Language Learning Anxiety from EFL Learners’ Perspective”, wrote about the factors that make learners more anxious in the language learning environment. She found that 3 categories emerged from the data, they were learning experiences, causes of language learning anxiety and source of anxiety. Vahid and Kashani (2011) in their journal “The Effect of English Learning Anxiety on Iranian High School Students’ English Language Achievement” explored English language learning anxiety among 38 third year high school students in English classrooms and its relationship with overall English achievement. They found some students felt extremely confident and relaxed. However, one third of the students experienced moderate to high anxiety level while learning English in the class.

Keramida (2009) in her journal “Helping Students Overcome Foreign Language Speaking Anxiety in the English Classroom” discussed the literature on language anxiety and provide teachers to strategies for reducing foreign language speaking anxiety stemming for students’ fear of negative evaluation from their peer and perception of low ability. She found interventions to reduce foreign language speaking anxiety were project work and establishing a learning community and a supportive classroom atmosphere.

Those researches above talked about English language learning anxiety but Riastati focused on students' perspective, Vahid and Kashani just concentrated on the effect of English learning anxiety and Keramida focused on problems faced by students in foreign language speaking anxiety and gave solution to overcome it; meanwhile this research will discuss about reducing students' anxiety in learning English through project work. Thus, this research has different focus with those previous research.

CHAPTER III

RESEARCH METHOD

3.1 Research Design

Research method deals with how the research questions proposed in the first chapter are processed with a particular method. According to Cohen, Manion & Morrison (2007, p. 446), method is approaches used in educational research to gather data which are to be used as a basis for inference and interpretation, for explanation and prediction. It means that method is the way used to discuss and examine the problem.

In this research, the writer used a quantitative approach to analyze the data; the writer expects that the information about the level of students' anxiety in speaking English in the classroom can be found by using some formulas which can provide accurate results. Thus, the questions proposed in chapter one can be answered.

Quantitative approach is divided into several types, they are pre-experimental design, true experimental design, quasi experimental design and factorial design. For this research, quasi experimental design is used as research approach. Quasi experimental design is a research design that resembles experimental research but is not true experimental research, which includes a learning process to measure the level of students' anxiety in speaking English in the classroom. The reason why the writer chosen quasi experimental design because it allowed the writer to not distinguish between a control group and an experimental group.

3.2 Population and Sample

The writer conducted the research at SMK 1 Mesjid Raya, Neuheun, Aceh Besar, because based on the writer's experience of teaching training program (PPL) at the school, some students love to learn English lesson but they are afraid and worried if they are asked to speak English in front of the class with some reasons, such as they are afraid of being laughed and mocked by other students.

In SMK 1 Mesjid Raya, about 60% of students is boys and only 40 % is girls. In the second grade, there are 5 majors of class; textile, metal, wood, mechanical and multimedia class. The school has 351 students and 52 teachers, three of them were English teachers. In average, there are 25-30 students in one class.

The population of this research was the second grade SMK 1 Mesjid Raya which consisted of fifth class. According to Barker, Pistrang & Elliot (2002, p. 179), population is the defined group from which the participants in the study are to be selected. Sample is the subset of the target population consisting of those participants who actually take part in the study.

The sample of this research was the students of Multimedia class because they took longer time for English subject about 90 minutes in two meeting per week. In selecting sample, the writer used purposive sampling. Bailey (1982, p. 83) says that purposive sampling as a method of sampling whereby the writer uses his/her own judgment about which respondents to choose and picks only those who best meet the purposes of the study. The sample was selected purposively based on the issue that most of the students in the class lack of competency in speaking; when the

teacher asked the students to answer the task orally or give an opinion, they did not do as the teacher said.

3.3 Technique of Data Collection

a. Test

A test was given to the students in order to figure out their anxiety of speaking English. In this research, the test was divided into two categories; pre-test and post-test. Before doing the post-test, the writer applied the teaching experiment methods of selective error correction and group work to the students to see their level of anxiety, increasing or decreasing. The aim of the pre-test is to measure the level of anxiety of students' in speaking English in the classroom before experimental teaching.

For the pre-test, the students were asked to speak in front of the class about descriptive text that told us about "tourism place", each student took 2-3 minutes to speak in English and the writer recorded what they said about the topic that was given the day before. While each student told about the descriptive text in front of the class, the writer assessed each student based on the rubric and from this pre-test assessment we can know the level of students' anxiety. After the pre-test session, the writer did the teaching experimental by using selective error correction and group work method to see its effect in reducing students' anxiety. This teaching experiment was conducted in four meetings.

Besides, the use of test was intended to directly investigate students who were experiencing speaking anxiety. The attendance of anxious students in the classroom could be recognized through students' behaviour such as; rubbing the palms, perspiration, exhibiting avoidance, less enthusiasm or willingness to speak, eyes contact avoidance, and reading the script while giving the presentation (Hashemi & Abbasi, 2013).

After the teaching experiment done, at the sixth meeting, the writer conducted a post-test to measure students' anxiety after receiving the treatment; this post-test also asked the students to talk about descriptive text about "tourism place" but different theme from the one in the pre-test. The aim of this post-test is to find whether the anxiety level of students has been reduced or not. At the time of pre-test and post-test, the writer measured student's anxiety level using rubric of speaking anxiety.

b. Questionnaire

As mentioned earlier, questionnaire was one of the procedures for collecting data. Thus, the writer used closed items questionnaire. According to Nunan and Bailey (2009, p. 130), closed items on questionnaire is the statement of responses that can be determined by the writer and the respondent can choose or evaluate the options.

The questionnaire consists of 12 statements which is modified from Horwitz, Horwitz, and Cope (1986) Foreign Language Classroom Anxiety Scale (FLCAS) and has also been translated in Indonesian, so that the

respondents could easily understand about the problem asked in each item of the questionnaire.

The items of the questionnaire of this study were consisted of three parts (communication apprehension, test-anxiety, and fear of negative evaluation in the foreign language classroom). There were 4 items for communication apprehension, 4 items for test-anxiety, and 4 items for fear of negative evaluation in the foreign language classroom.

3.4 Technique of Data Analysis

a. Test

The pre-test and post-test will be measured by using the following formula, to obtain a significant result. The data obtained from the tests is analyzed statistically by using statistic calculation of the t-test formula with the significance degree of 5%. According to Sudjana (2008, p. 158), the formula is:

$$M1 = \frac{\sum f_i x_i}{\sum f_i}$$

Notes:

x_i : Middle Score of interval class

f_i : Frequency

$f_i . x_i$: The amount of multiplication between frequency and \middle interval.

b. Questionnaire

The data obtained from the questionnaire is also analyzed statistically by counting the percentage of the students' answers in each item of the questionnaire. The questionnaires were used to obtain specific information data gathered from the students. In the FLCAS there were 12 items and a scale ranging from "strongly agree" to "strongly disagree". The items were in the form of Likert-Scale questions; with 5 options: (1) strongly disagree, (2) disagree, (3) neutral, (4) agree, and (5) strongly agree. Students' anxiety score gained by summing the rating of all items.

All percentages referred to the number of students who agreed or strongly agreed (or disagreed and strongly disagreed) with statements indicative of foreign language anxiety. The higher of the total points are the more anxious students. The writer guided and gave direction to students about the question in order to facilitate them in answering the question. While the data from questionnaire is analyzed by using the formula given by Sudijiono (2005, p. 46):

$$P = \frac{F}{N} \times 100\%$$

Notes:

P = Percentage

F = Frequency

N = Number of sample

100% = Constant of value

The following table is used to find the level of anxiety of each student, the table was adopted from Vahid and Kashimi (2001).

Table 3.4 The Range level of Students' Anxiety

| LEVEL OF ANXIETY | RANGE SCORE |
|-------------------------|--|
| HIGH (52-100) | $\frac{\text{Number of students}}{100} = \text{Range Score}$ |
| MEDIUM (31-51) | $\frac{\text{Number of students}}{100} = \text{Range Score}$ |
| LOW (1-30) | $\frac{\text{Number of students}}{100} = \text{Range Score}$ |

3.5 Procedure of Experimental Teaching

The writer performed teaching experimental for 6 meetings; two meetings for one week. These following is the activity to be performed by the writer during each meeting.

1. Introduction meeting

In this introductory meeting the writer went into the class and introduced herself as well as told the purpose her coming to the class. The writer described the method to be used in next meeting during her teaching

in the class, including the description about the tests. After explaining the whole, the writer asked all students to answer the questions concerning their anxiety in speaking English. This questionnaire is aimed to find out students' anxiety level based on their own judgement.

Then, the writer gave a short explanation about the descriptive text and asked them to make a short text of descriptive text about the historical places in Indonesia.

2. First meeting

At the first meeting, the writer entered the class as usual and do the morning activities such as reciting the Qur'an and so on. After reading the Qur'an, the writer asked all students to collect the tasks about descriptive text. Furthermore, the writer asked for students whose names are called, to come in front of the class, and read out the results of the text that has been made, to see their anxiety while speaking English. While each student read their tasks in front of the class, the writer assessed their anxiety based on the rubric. This process lasted for 90 minutes of lesson time, and all students finished doing their duty to speak in English. Each student spent 2-3 minutes in delivering their task.

3. Second meeting

At the second meeting, after doing the morning activity the writer explained the descriptive text about the meaning, structure, and important things in the descriptive text. Furthermore, the writer asked students

whether they understood what the writer said. Then, once they understood the writer divided students into 4 groups and each group consisted of 5 students. The writer gave them different topic to be discussed and asked them to create a descriptive text of the given topic. They were allowed to ask to the writer if they did not understand the instruction of the concept of descriptive text. As far as the writer saw, all students understood what they should do in the group, they also helped each other to finish the assignment. Then, at this second meeting, the writer found that the group work really helps for students for completing the task.

4. Third meeting

In the third meeting, the writer asked the students to be in the group again as last week, after that, the writer asked whether the task they made yesterday was done or not. Furthermore, the writer explained about the important things in descriptive text, such as the characteristics of descriptive text. While each group was completing the task, the writer came into each group and asked about their difficulties and helped them to use appropriate language in the descriptive text.

5. Fourth meeting

At the fourth meeting, after all of the group was done with the task, the writer asked one member of each group to tell the result of their task in front of the class, while one of the member of the group delivered the result

to the class, the writer analyzed their mistake of pronunciations but then the writer asked other members in their group to revise the mistake. Selective error correction is useful if there is one of the student made a mistake in pronunciation then the others help them to correct it.

6. Fifth meeting

The writer did the same thing as yesterday, but only few students made mistakes, then now they begin to understand what they should do. In the end of the class, the writer told to the students that for the next meeting the writer would do the last assessment about descriptive text and the writer needed them to write the text about tourism place based on what they understood during previous meetings.

7. Sixth meeting

At this last meeting for the post-test, the writer asked them to perform in English about descriptive text then they need to describe the "tourism place" according to what they had learned during previous meetings. After all students got their turn, the writer found a significant difference between the first meeting and the last meeting. At this post-test, the writer saw that the students started to be brave and confidence when they tried to talk in English even there were still some students who made a mistake.

3.6 The Brief Description of Research Location

This research was started in the middle of April 2018 at the Vocational high School 1 Mesjid Raya, Neuheun, Aceh Besar. This school was chosen as the research place because, the writer found some students in this school have a problems of anxiety in speaking skill. The writer found this fact when her doing teaching training program (PPL).

Students in this school come from different backgrounds, some are orphaned, underprivileged, and others are very mature to be in high school. The school has 351 students and 52 teachers, three of them were English teachers. In average, there are 30 students in one class. The condition of the school was far from noisiness and it makes the teacher feel comfortable during teaching learning process.

Vocational High School 1 Mesjid Raya has 5 majors for each class, the majors consists of wood, metal, multimedia, textile, mechanics. Each major has its own laboratories and has its management, and each class will get turn twice a week schedule to do the task or create their work in laboratory. The overall condition of the laboratory is quite good, each of them has good tools and equipment.

The condition of the class in the Vocational High School 1 is also good. Each class has a good equipment for learning. Besides, Vocational High School 1 Mesjid Raya is equipped with some school facilities such as classroom, library, laboratory, auditorium, Wi-Fi zone, one basketball court, and one volley ball court. The school starts at 8.00 am and finishes at 14.00 pm daily.

The English subject is allocated for two meetings per week and each meeting has 90 minutes.

The tradition of this school is the same as any other school; every Monday each class would get a turn to become a troop for flag ceremony and every Friday, the students do gotong-royong or recite the Qur'an and listen to religious talk from the head master or the teachers. In general, the condition or situation at Vocational High School 1 Mesjid Raya Neuheun supports students to learn well.

CHAPTER IV

RESEARCH RESULT AND DISCUSSION

This chapter covers the research result and discussion. The first finding focuses on the result of questionnaire and the second focuses on test, including pre-test and post-test result, where both results will be discussed in the discussion session.

4.1 Data Analysis from Questionnaire

In this study, the writer intended to analyze the perception or judgement of anxiety experienced by most of the students in English speaking class. The writer distributed a set of questionnaires to the students. The questionnaire was given for 30 students at grade XI Multimedia class in Vocational High School 1 Mesjid Raya, Neuheun, Aceh Besar, April 17, 2018.

An analysis of the question items includes reflective of communication apprehension, test-anxiety, and fear of negative evaluation in the foreign language classroom. The questionnaires consisted of 4 items for communication apprehension, 4 items for test-anxiety, and 4 items for fear of negative evaluation in the foreign language classroom.

1. Communication Apprehension

The result of communication apprehension will be presented in the following table. There are 4 items related to this kind of anxiety. The items were in the form of Likert-Scale questions.

Table 4.1. Students' answers related to communication apprehension

| No | Statements | SA | A | N | D | SD | Average (M) |
|--|---|----|----|----|---|----|-------------|
| 1 | I never feel quite sure of myself when I am speaking in my foreign language class. | 3 | 16 | 8 | 3 | 0 | 21 |
| 2 | It frightens me when I don't understand what the teacher is saying in the foreign language. | 3 | 15 | 11 | 0 | 1 | 21.8 |
| 3 | I feel more tense and nervous in my language class than in my other classes. | 1 | 6 | 14 | 7 | 2 | 17.4 |
| 4 | I get nervous when I don't understand every word the language teacher says. | 2 | 17 | 11 | 0 | 0 | 22.2 |
| Average | | | | | | | 21 |
| *SA= Strongly Agree; A= Agree; N= Neutral; D= Disagree; SD= Strongly Disagree. | | | | | | | |

The above table shown that from the first item statement of communication apprehension, there were only 10% (3 students) chosen strongly agreed, it means they did not have a brave to speak in English as a foreign language, but

10% (3 students) chosen disagree with it and 26.67% (8 students) with acceptable statement, which means students did not really feel afraid and brave when they spoke in foreign language. Then, 53.33% (16 students) agreed with that statement; it means that half of students probably lack of self-confidence in speaking English as the foreign language.

The second item shown that only 3.33% (1 students) answered strongly disagree. It means only 1 student understand what the teacher said in foreign language, then 10% (3 students) answered strongly agree with that statement, 36.67% (11 students) answered acceptable, it means that some of students did not feel frightened when they tried to understand what the teacher says in foreign language. Furthermore, 50% (15 students) answered agree it means that they are still afraid when they did not understand of what the teacher is saying in the foreign language. It means that half of students were still afraid about the teacher says and probably they find that the teacher speaks too fast.

The third item shown 46.67% (14 students) answered acceptable, it means the tense in language class is acceptable for the students. But, 20% (6 students) answered agree and 3.33% (1 students) answered strongly agree, it means 23.33% students were still feel nervous when they learn English lesson than the other class. Then, 23.33%(7 students) answered disagreed and 6.67% (2 students) answered strongly disagreed, it means 30% of the students did not feel nervous when they learn English lesson than the other class.

The fourth item shown that 56.66% (17 students) answered agreed, it means that they were nervous when they did not understand the teacher's words. They believed that in order to have any chance of comprehending the target language message they must understand every spoken words. While 6.67% (2 students) answered disagreed with that statement and only 36.67% (11 students) is acceptable.

2. Test Anxiety

The results of test anxiety will be presented in the following table. There are 4 items related about this kind of anxiety. The items were in the form of Likert-Scale question.

Table. 4.2. Students' Answers Related to Test Anxiety

| No | Statements | SA | A | N | D | SD | Average (M) |
|--|---|----|----|----|---|----|-------------|
| 1 | I start to panic when I have to speak without preparation in class. | 6 | 14 | 10 | 0 | 0 | 23.2 |
| 2 | I am afraid that my language teacher is ready to correct every mistake I made. | 0 | 14 | 13 | 0 | 3 | 19.6 |
| 3 | I feel very self-conscious about speaking in foreign language in front of other students. | 1 | 13 | 13 | 3 | 0 | 20.4 |
| 4 | I get nervous and confused when I am speaking in my language class. | 1 | 10 | 12 | 7 | 0 | 19 |
| Average | | | | | | | 20.55 |
| *SA= Strongly Agree; A= Agree; N= Neutral; D= Disagree; SD= Strongly Disagree. | | | | | | | |

For the test-anxiety above, it shown that the students get panic when they had to speak in English without preparation; 46.67% (14 students) agreed with that statement. It means that they felt anxious when they had to speak in English

without preparation. 33.33% (10 students) neutrally accepted that statement, and 20% (6 students) strongly agreed with the statement, it means that more student was really panic when they had to speak without preparation.

The second item shown that the students felt anxious when the teacher tried to correct their task; 46.67% (14 students) agreed with that statement. It means that they were afraid of being embarrassed for being corrected in front of others. Only 43.33% (13 students) felt acceptable with that statement. Then, only 10% (3 students) felt strongly disagree with that statement, it means that they did not feel afraid or anxious when the teacher tried to correct their task

The third item shown that students felt anxious when they spoke English in front of their friends; 43.33% (13 students) agreed with that statement. It means that the students probably felt shy in speaking English and afraid if they were being laughed by their friends. Then, 43.33% (13 students) was acceptable, it means that 13 students did not really feel shy when they have to speak in front of the class even they are being laughed by their friends and 3.33% (1 students) strongly agree with the statement. But, 10% (3 students) felt disagree, it means only a few of them did not feel shy to speak in English.

The fourth item shown 40% (12 students) felt acceptable with that statement, it means that the students did not felt nervous and confused when they needed to speak in the target language and the students were not really afraid in speaking because they did not think too much about the linguistic (grammar, vocabulary) or the students' role in speaking. While, 3.33% (1

students) strongly agreed with that statement and 33.33% (10 students) agreed with the statement, it means that they were still nervous when they had to speak in target language, but 23.33% (7 students) disagreed with the statement.

Regarding the students' judgement, the writer concluded that anxious students have a deep self-consciousness when they were asked to express themselves to speak English in the presence of others.

3. Fear of Negative Evaluation

The result of fear of negative evaluation analysis will be presented in the following table. There are 4 items related about this kind of anxiety. The items were in the form of Likert-Scale questions.

Table. 4. 3. Students Answers Related to Fear of Negative Evaluation

| No | Statements | SA | A | N | D | SD | Average (M) |
|--|---|----|----|----|---|----|-------------|
| 1 | I keep thinking that the other students are better at language than I am. | 10 | 13 | 7 | 0 | 0 | 24.6 |
| 2 | It embarrasses me to volunteer answers in my language class. | 0 | 12 | 18 | 0 | 0 | 20.4 |
| 3 | I always feel that the other students speak the foreign language better than I do. | 4 | 15 | 7 | 4 | 0 | 21.8 |
| 4 | I am afraid that the other students will laugh at me when I speak the foreign language. | 6 | 15 | 9 | 0 | 0 | 22.2 |
| Average | | | | | | | 22.25 |
| *SA= Strongly Agree; A= Agree; N= Neutral; D= Disagree; SD= Strongly Disagree. | | | | | | | |

The data from fear and negative evaluation above shown that the students kept thinking that the other students were better than his/her; 43.33% (13 students) agree with that statement. It means the students think that they had

no skill to speak in the target language. While, 33.33% (10 students) strongly agree with that statement and 23.33% (7 students) felt neutral.

The second item shown that the students feel embarrassed to offer the answer of the questions; 60% (18 students) is acceptable. It means that most of students did not feel embarrassed and worried when they had to offer answers in class. But, 40% (12 students) agree that statement, it means that they did not want to be a volunteer answers of the questions.

The third item shown that the students felt lack of potential in speaking; 50% (15 students) agree with that statement. It means that the students tend to think that their friends speak English much better than them; 13.33% (4 students) answered strongly agree but 13.33% (4 students) disagreed with that statement, and 23.33% (7 students) feel acceptable.

The fourth item shown that students were afraid if other students will laugh at them; 50% (15 students) agree with that statement. It means that the students felt more anxious about the perceptions of others when they had to express themselves in English speaking class. While 20% (6 students) felt strongly agree that other students will laugh when they speak in foreign language and 30% (9 students) feel acceptable with that statement.

The following table is the result of questionnaire from the level of anxiety of each student.

Table. 4.4.1 The score of students' anxiety level

| NO | NAME | FEAR OF NEGATIVE EVALUATION | COMMUNICATION APPREHENSION | TEST ANXIETY | SCORE | ANXIETY LEVEL |
|-----------|-------------|--|---------------------------------------|-------------------------|--------------|--------------------------|
| 1 | ARS | 15 | 15 | 18 | 48 | M |
| 2 | AZM | 13 | 12 | 13 | 38 | M |
| 3 | AT | 15 | 15 | 12 | 42 | M |
| 4 | AMS | 18 | 15 | 11 | 44 | M |
| 5 | CM | 11 | 14 | 13 | 38 | M |
| 6 | DH | 18 | 16 | 20 | 54 | H |
| 7 | DA | 20 | 20 | 20 | 60 | H |
| 8 | DK | 8 | 10 | 8 | 26 | L |
| 9 | DR | 10 | 8 | 8 | 26 | L |
| 10 | DN | 13 | 12 | 13 | 38 | M |
| 11 | HPP | 15 | 13 | 18 | 48 | M |
| 12 | ISSH | 15 | 12 | 15 | 42 | M |
| 13 | JR | 12 | 15 | 15 | 42 | M |
| 14 | MFA | 18 | 15 | 15 | 48 | M |
| 15 | ML | 20 | 16 | 18 | 54 | H |
| 16 | MS | 20 | 20 | 20 | 60 | H |
| 17 | MR | 18 | 20 | 16 | 54 | M |
| 18 | MS | 16 | 18 | 20 | 54 | H |
| 19 | NA | 18 | 20 | 14 | 52 | H |

| | | | | | | |
|----|-----|----|----|----|----|---|
| 20 | PRS | 20 | 20 | 20 | 60 | H |
| 21 | RR | 20 | 16 | 18 | 54 | H |
| 22 | RM | 14 | 18 | 20 | 52 | H |
| 23 | RDC | 14 | 20 | 18 | 52 | H |
| 24 | SF | 8 | 8 | 10 | 26 | L |
| 25 | SJ | 14 | 18 | 20 | 52 | H |
| 26 | RM | 18 | 18 | 18 | 54 | H |
| 27 | AM | 20 | 20 | 20 | 60 | H |
| 28 | SQ | 18 | 15 | 15 | 48 | M |
| 29 | CNS | 18 | 18 | 18 | 54 | H |
| 30 | WZN | 20 | 18 | 14 | 52 | H |

The table above can be concluded as follows:

Table 4.4.1.1 The level of students' anxiety

| | Anxiety level | Students percentage | Range level |
|------------------------------------|----------------------|----------------------------|--------------------|
| Fear of negative evaluation | 22.25% | 74.16% | High |
| Communication apprehension | 21% | 70% | Medium |
| Test anxiety | 20.5% | 68.5% | Low |

From the data, it can be concluded that anxious students were afraid to make mistake in the foreign language. They may skip classes, over-study, or choose to sit in the back row in an effort to avoid the humiliation or embarrassment of being called in speaking.

4.2 Data Analysis from Test

To analyze the data, the writer used statistical calculation measure students' score in pre-test and post-test. The following table is the result of the pre-test and post-test.

1. The Analysis of Pre-test and Post-test

The table below is the score from average of students' scale of enthusiasm, speaks clearly, posture and eye contact, and volume.

Table. 4.4. The score of students' speaking English

| NO | NAME | SCORE | |
|----|------|----------|-----------|
| | | PRE-TEST | POST-TEST |
| 1 | ARS | 62 | 81 |
| 2 | AZM | 62 | 69 |
| 3 | AT | 62 | 75 |
| 4 | AMS | 50 | 75 |
| 5 | CM | 69 | 87 |

| | | | |
|----|------|----|----|
| 6 | DH | 44 | 75 |
| 7 | DA | 44 | 75 |
| 8 | DK | 50 | 75 |
| 9 | DR | 62 | 87 |
| 10 | DN | 62 | 87 |
| 11 | HPP | 44 | 75 |
| 12 | ISSH | 38 | 63 |
| 13 | JR | 44 | 75 |
| 14 | MFA | 44 | 75 |
| 15 | ML | 62 | 87 |
| 16 | MS | 38 | 63 |
| 17 | MR | 31 | 69 |
| 18 | MS | 62 | 81 |
| 19 | NA | 56 | 87 |
| 20 | PRS | 56 | 87 |
| 21 | RR | 44 | 75 |
| 22 | RM | 50 | 75 |
| 23 | RDC | 62 | 87 |
| 24 | SF | 62 | 87 |
| 25 | SJ | 44 | 75 |

a. The Result of Pre-Test

The score of the pre-test achieved by 25 students can be identified from the lowest to the highest ones, as follows:

| | | | | |
|-----------|-----------|-----------|-----------|-----------|
| 31 | 38 | 38 | 44 | 44 |
| 44 | 44 | 44 | 44 | 44 |
| 50 | 50 | 50 | 56 | 56 |
| 62 | 62 | 62 | 62 | 62 |
| 62 | 62 | 62 | 62 | 69 |

To analyze the data which was collected by giving the test, the writer calculated the score to find out Range (R), Interval (I), Class Number (CN), and Mean (X) by using some statistical formulas, which are:

- a. Range is the difference of the highest score with the lowest score. To find the result, the writer used the following formula:

$$\mathbf{R = H - L}$$

Remarks:

R = The range score

H = The highest score

L = The lowest score

It can be seen that the highest score is 69 and the lowest score is

31. Thus, the range is:

$$\begin{aligned} \mathbf{R} &= \mathbf{H} - \mathbf{L} \\ &= \mathbf{69} - \mathbf{31} \\ &= \mathbf{38} \end{aligned}$$

b. Class number is the number of the score that has been grouped based on the expected interval, and the formula is:

$$\mathbf{CN} = \mathbf{1} + \mathbf{3.33} \log \mathbf{n} \text{ (total sample)}$$

Then, the result is

$$\begin{aligned} \mathbf{CN} &= \mathbf{1} + \mathbf{3.33} \log \mathbf{25} \\ &= \mathbf{1} + \mathbf{(3.3) (1.397)} \\ &= \mathbf{1} + \mathbf{(4.6101)} \\ &= \mathbf{5.6101} \\ &= \mathbf{(it\ can\ be\ taken\ 6)} \end{aligned}$$

c. Interval is amount of the class and to find the score, the writer

used the following formula:

$$\mathbf{I} = \frac{\mathbf{R}}{\mathbf{CN}}$$



$$\mathbf{I} = \frac{\mathbf{R}}{\mathbf{CN}}$$

$$\mathbf{I} = \frac{\mathbf{38}}{\mathbf{6}}$$

$$= \mathbf{6.33}$$

$$= \mathbf{6}$$

Remarks:

I = The score of Interval

R = The score of Range

CN = The score of class number

- d. Table of frequency is constructed by arranging collected data values in ascending order of magnitude with their corresponding frequencies.

Table. d. The Table of Frequency's Table of Pre-test

| No | Interval class | Fi | Xi | Fi. Xi |
|--------------|----------------|----|-----|--------|
| 1 | 31 – 36 | 1 | 33 | 33 |
| 2 | 37 – 42 | 2 | 39 | 78 |
| 3 | 43 – 48 | 7 | 45 | 315 |
| 4 | 49 – 54 | 3 | 51 | 153 |
| 5 | 55 – 60 | 2 | 57 | 114 |
| 6 | 61 – 66 | 9 | 63 | 567 |
| 7 | 67 – 72 | 1 | 69 | 69 |
| Total | | 25 | 357 | 1329 |

Note: Xi = The middle score of interval class

Fi = The often-appearing score of interval class

Xi.Fi = The end result of the Xi plus Fi

Based on the table above, the mean is identified by using the formula below;

$$M1 = \frac{\sum FiXi}{\sum Fi}$$

$$= \frac{1329}{25}$$

$$= 53.16$$

$$= 53$$

a. The Result of Post-Test

The score of the post-test achieved by 25 students can be identified from the lowest to the highest ones, as follows:

| | | | | |
|-----------|-----------|-----------|-----------|-----------|
| 63 | 63 | 69 | 69 | 75 |
| 75 | 75 | 75 | 75 | 75 |
| 75 | 75 | 75 | 75 | 75 |
| 81 | 81 | 87 | 87 | 87 |
| 87 | 87 | 87 | 87 | 87 |

To analyze the data which was collected by giving the tests, the writer calculated the score to find out Range (R), Interval (I), Class Number (CN), and Mean (X) by using some statistical formulas, which are:

- a. Range is the difference of the highest score with the lowest score. To find the result, the writer used the following formula:

$$R = H - L$$

Remarks:

R = The range score

H = The highest score

L = The lowest score

It can be seen that the highest score is 69 and the lowest score is

31. Thus, the range is:

$$\begin{aligned} \mathbf{R} &= \mathbf{H - L} \\ &= \mathbf{87 - 63} \\ &= \mathbf{24} \end{aligned}$$

b. Class number is the number of the score that has been grouped

based on the expected interval, and the formula is:

$$\mathbf{CN = 1 + 3.33 \log n \text{ (total sample)}}$$

Then, the result is

$$\begin{aligned} \mathbf{CN} &= \mathbf{1 + 3.33 \log 25} \\ &= \mathbf{1 + (3.3) (1.397)} \\ &= \mathbf{1 + (4.6101)} \\ &= \mathbf{5.6101} \\ &= \mathbf{(it can be taken 6)} \end{aligned}$$

- c. Interval is amount of the class and to find the score, the writer used the following formula:

$$I = \frac{R}{CN}$$



$$I = \frac{R}{CN}$$

$$I = \frac{24}{6}$$

$$= 4$$

Remarks:

I = The score of Interval

R = The score of Range

CN = The score of class number

- d. Table of frequency is constructed by arranging collected data values in ascending order of magnitude with their corresponding frequencies.

Table. d. The Table of Frequency's Table of Post-test

| No | Interval class | Fi | Xi | Fi.Xi |
|--------------|----------------|----|-----|-------|
| 1 | 63 – 66 | 2 | 64 | 128 |
| 2 | 67 – 70 | 2 | 68 | 136 |
| 3 | 71 – 74 | 0 | 72 | 72 |
| 4 | 75 – 78 | 11 | 76 | 836 |
| 5 | 79 – 82 | 2 | 80 | 160 |
| 6 | 83 – 86 | 0 | 84 | 84 |
| 7 | 87 - 90 | 8 | 88 | 704 |
| Total | | 25 | 532 | 2120 |

Note: X_i = The middle score of interval class

F_i = The often-appearing score of interval class

$X_i.F_i$ = The end result of the X_i plus F_i

Based on the table above, the mean is identified by using the formula below;

$$\begin{array}{ccc} \boxed{M1 = \frac{\sum F_i X_i}{\sum F_i}} & \longrightarrow & \boxed{\begin{array}{l} M1 = \frac{\sum F_i X_i}{\sum F_i} \\ = \frac{2120}{25} \\ = 84.8 \\ = 85 \end{array}} \end{array}$$

The aim of the test is to know the students' improvement in anxiety of speaking English through selective error correction and group work. Based on the table above, in the pre-test, the average score is 53. Further the result of the post-test is 85. The result difference indicates that after getting treatment, students' anxiety of speaking English was reduced.

It can be seen that there was difference in the improvement of reduced students' anxiety of speaking English by using selective error correction and group work. So, it can be concluded that selective error correction and group work is an effective method in reducing students' anxiety of speaking English.

4.3 Discussion

Based on the analysis of the data, the writer would like to discuss about the research questions in this study. The first research question is “What is the level of anxiety on speaking English of most student in the classroom?”. To answer this research question, the questionnaire was used by the writer in order to know about students’ judgement of anxiety experienced by most of the students in English speaking class. The questionnaires were given to the students in the introductory meeting before the pre-test.

The discussion below focused on the statements of questionnaire items given to the students. From the analysis of the questionnaire before, it was found that there are various answers from the students’ perspectives about the anxiety. The result of the data questionnaire was showed from any kind of the anxiety experienced by most of the students in speaking class. It can be seen from the items given to the students. The items presented are reflective of communication apprehension, test-anxiety, and fear of negative evaluation in the foreign language classroom and the level range of the anxiety was adopted from the previous researcher Vahid and Kashimi (2001).

22.25% (74.16%) students are in the high level of the anxiety which come from fear of negative evaluation; they are fear being less competent than other students or being negatively evaluated by them. They are afraid to make mistake in the foreign language. It is similar to what has been confirmed by Abdullah and Lina (2008) that students tend to feel nervous when they have to speak in

front of others. In this case, the students may reduce their participation in learning activities which could force them to be more exposed to others' judgments.

Phillips (1991) said that communication apprehension or speaking anxiety is a much-targeted fear. In this study, communication apprehension contributes 21% (70%) of students in medium level of anxiety. Students' personality traits such as shyness, quietness, and reticence are considered in communication apprehension. McCroskey (1977, p. 80) confirmed that feelings of shyness were different from individual to individual, and from situation to situation. Thus, anxious students tend to underestimate their ability to speak and they focus more on their failures instead of their successes in the foreign language.

Meanwhile, test anxiety provides 20.55% (68.5%) level of anxiety which means it comes into low level anxiety. Students who have high anxiety reported that they were afraid to speak in the foreign language and they were fear when the teacher corrected their errors.

Based on the students' perception, the writer concluded that highly test anxious students have the tendency of drawing their attention inward, to self-deprecatory thoughts and worries about the performance, instead of focusing more fully on the task itself. In similar lines, Sarason (1978) confirmed that high levels of test anxiety have debilitating effects on students' task performance.

Then, the writer would like to discuss about the second research question in this study. The second research question is "Does selective error correction and group work reduce students' anxiety of speaking English in the classroom?" To

answer this research question, the writer conducted tests, involving pre-test and post-test. The pre-test was given to the students before the experimental teaching in the first meeting, while the post-test was given after the students done with the experimental teaching. Both tests were presented in the same level of difficulty. The writer assessed the pre-test and post-test students by using anxiety rubric and calculated the data based on the value obtained from each student.

The result of pre-test and post-test showed a significant difference as explained in the previous section part. Based on the calculation above, the mean score of pre-test was 53 and the post-test was 85. It means that using selective error correction and group work is effective to reduce students' anxiety of speaking English in the classroom. It was proved by the mean score of post-test were higher than the pre-test one.

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

After completing this study, the writer takes some conclusions and suggestions in terms of using selective error correction and group work to reduce students' anxiety of speaking English in classroom. This study was conducted within four months, focusing on the anxiety students at Vocational High School 1 Mesjid Raya, Neuheun, Aceh Besar. The present study was conducted to investigate the students' judgement of anxiety experienced by most of the students in English speaking class.

It was found that students' anxiety in speaking English is derived from communication apprehension, test anxiety, and fear of negative evaluation. 22.25% (74.16%) or 15 students are in the high level of the anxiety which emerge from fear of negative evaluation, they are fear being less competent than other students or being negatively evaluated by them. Then, the medium level of anxiety with range 21% (70%) or 15 students come from communication apprehension. Students' personality traits such as shyness, quietness, and reticence are considered in communication apprehension. The lower range of anxiety is test anxiety with range 20.55% (68.5%) 3 students. Students who high on anxiety reported that they were afraid to speak in the foreign language and they fear when the teacher corrects their errors.

Students' anxiety comes from many causes. It may come from themselves, and also from their surrounding such as their teacher and classmates' behaviour. But, students' anxiety decreases after they received the treatment in reducing anxiety while speaking in English; based on the data, in pre-test the average score was 53, further the result of the post-test was 85, and selective error correction and group work is very effective in helping students become more active in learning. Sometimes, when a student is quiet all the time including during discussions and speaking activities it becomes a question of something more than just shyness. This is not only a problem that many students have, but also something that is very hard for a teacher to identify and understand. The writer found that applying group work methods to students would make them more courageous in arguing, and not to be afraid of other friends' taunts. The teacher believes that succeeding with speaking in class mostly depends on a good atmosphere where students get along well with each other. The teacher's role is very important in those situations. It is essential that the teacher is gentle when giving feedback or correcting students while they are speaking. Sometimes students may get stuck in a speaking activity and it is important that the teacher helps out in a discrete way without exposing the student. Feedback should always be given at the end of the activity.

So, for this study the writer found that using selective error correction is an effective way to help the students to correct their mistake while they were spoke in English in front of the class and divided the students into a group can make them easier to work or to communicate for finishing their task. And also, by

applying this method, the students can be more courageous in expressing what they want to say, and they are also more relaxed to read their work in front of the class, without fear of being laughed by other friends.

5.2 Suggestion

The writer believes that this study will contribute in some ways or another to the development of language education. Therefore, it is recommended that other researchers conduct further analysis concerning this topic.

The present study examines about using selective error correction and group work to reduce anxiety experienced by most of the students in speaking class. In foreign language class, anxiety is one of the problems that would be faced by the students. Teachers also should be aware of the existence of foreign language anxiety. In this context, teachers should see it as a factor causing students' reluctance to speak and find a solution to solve such a problem.

Teachers also should be more aware of the students' anxiety in order to motivate them to speak confidently and fluently in English speaking class. In other words, teachers should be able to create a supporting atmosphere in the classroom so that students are not afraid to speak. In addition, teachers should also find out good and enjoyable teaching techniques that encourage and motivate students in speaking English.

In order to help students, gain more knowledge of some linguistic aspects such as vocabulary and grammar, it is also important that teachers teach the

elements explicitly. This is expectedly contributed to the development of the students speaking in English. Further research about this topic may also lead to more effective foreign language learning through a better management of learners' foreign language anxiety. Thus, the writer expects that other researchers conduct further study related to this topic, because there are many interesting issues that still need further clarification.

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Data Analysis of Questionnaire

Formula:

$$\text{Percentage} = \frac{\text{Number of Student}}{\text{Total of Student}} \times 100\%$$

$$M (\text{Average}) = \frac{\text{Total of scale}}{5 (\text{Total of option})}$$

| No | Statements | Frequencies | Percentage | scale | |
|----|---|---|------------|------------------------------|--------------------|
| 1 | I never feel quite sure of myself when I am speaking in my foreign language class. | SA | 3 | $3/30 \times 100 = 10\%$ | $3 \times 5 = 15$ |
| | | A | 16 | $16/30 \times 100 = 53.33\%$ | $16 \times 4 = 64$ |
| | | N | 8 | $8/30 \times 100 = 26.67\%$ | $8 \times 3 = 24$ |
| | | D | 3 | $3/30 \times 100 = 10\%$ | $3 \times 2 = 6$ |
| | | SD | - | - | - |
| | | $M (\text{Average}) = \frac{106}{5} = 21.2$ | | | |
| 2 | It frightens me when I don't understand what the teacher is saying in the foreign language. | SA | 3 | $3/30 \times 100 = 10\%$ | $3 \times 5 = 15$ |
| | | A | 15 | $15/30 \times 100 = 50\%$ | $15 \times 4 = 60$ |
| | | N | 11 | $11/30 \times 100 = 36.67\%$ | $11 \times 3 = 33$ |
| | | D | - | - | - |
| | | SD | 1 | $1/30 \times 100 = 3.33\%$ | $1 \times 1 = 1$ |
| | | $M (\text{Average}) = \frac{109}{5} = 21.8$ | | | |
| 3 | I feel more tense and nervous in my language class than in my other classes. | SA | 1 | $1/30 \times 100 = 3.33\%$ | $1 \times 5 = 5$ |
| | | A | 6 | $6/30 \times 100 = 20\%$ | $6 \times 4 = 24$ |
| | | N | 14 | $14/30 \times 100 = 46.67\%$ | $14 \times 3 = 42$ |
| | | D | 7 | $7/30 \times 100 = 23.33\%$ | $7 \times 2 = 14$ |
| | | | | | |

| | | | | |
|---|--|----|------------------------------|--------------------|
| | SD | 2 | $2/30 \times 100 = 6.67\%$ | $2 \times 1 = 2$ |
| $M (\text{Average}) = \frac{87}{5} = 17,4$ | | | | |
| 4 | I get nervous when I don't understand every word the language teacher says. | | | |
| | SA | 2 | $2/30 \times 100 = 6.67\%$ | $2 \times 5 = 10$ |
| | A | 17 | $17/30 \times 100 = 56.66\%$ | $17 \times 4 = 68$ |
| | N | 11 | $11/30 \times 100 = 36.67\%$ | $11 \times 3 = 33$ |
| | D | - | - | - |
| | SD | - | - | - |
| $M (\text{Average}) = \frac{95}{5} = 19$ | | | | |
| 5 | I start to panic when I have to speak without preparation in class. | | | |
| | SA | 6 | $6/30 \times 100 = 20\%$ | $6 \times 5 = 30$ |
| | A | 14 | $14/30 \times 100 = 46.67\%$ | $14 \times 4 = 56$ |
| | N | 10 | $10/30 \times 100 = 33.33\%$ | $10 \times 3 = 30$ |
| | D | - | - | - |
| | SD | - | - | - |
| $M (\text{Average}) = \frac{116}{5} = 23.2$ | | | | |
| 6 | I am afraid that my language teacher is ready to correct every mistake I made. | | | |
| | SA | - | - | - |
| | A | 14 | $14/30 \times 100 = 46.67\%$ | $14 \times 4 = 56$ |
| | N | 13 | $13/30 \times 100 = 43.33\%$ | $13 \times 3 = 39$ |
| | D | - | - | - |
| | SD | 3 | $3/30 \times 100 = 10\%$ | $3 \times 1 = 3$ |
| $M (\text{Average}) = \frac{98}{5} = 19.6$ | | | | |
| 7 | I feel very self-conscious about speaking the foreign | | | |

| | | | | |
|---|--|----|------------------------------|--------------------|
| | language in front of other students. | | | |
| | SA | 1 | $1/30 \times 1000 = 3.33\%$ | $1 \times 5 = 5$ |
| | A | 13 | $13/30 \times 100 = 43.33\%$ | $13 \times 4 = 52$ |
| | N | 13 | $13/30 \times 100 = 43.33\%$ | $13 \times 3 = 39$ |
| | D | 3 | $3/30 \times 100 = 10\%$ | $3 \times 2 = 6$ |
| | SD | - | - | - |
| $M (\text{Average}) = \frac{102}{5} = 20.4$ | | | | |
| 8 | I get nervous and confused when I am speaking in my language class. | | | |
| | SA | 1 | $1/30 \times 100 = 3.33\%$ | $1 \times 5 = 5$ |
| | A | 10 | $10/30 \times 100 = 33.33\%$ | $10 \times 4 = 40$ |
| | N | 12 | $12/30 \times 100 = 40\%$ | $12 \times 3 = 36$ |
| | D | 7 | $7/30 \times 100 = 23.33\%$ | $7 \times 2 = 14$ |
| | SD | - | - | - |
| $M (\text{Average}) = \frac{95}{5} = 19$ | | | | |
| 9 | I keep thinking that the other students are better at languages than I am. | | | |
| | SA | 10 | $10/30 \times 100 = 33.33\%$ | $10 \times 5 = 50$ |
| | A | 13 | $13/30 \times 100 = 43.33\%$ | $13 \times 4 = 52$ |
| | N | 7 | $7/30 \times 100 = 23.33\%$ | $7 \times 3 = 21$ |
| | D | - | - | - |
| | SD | - | - | - |
| $M (\text{Average}) = \frac{123}{5} = 24.6$ | | | | |
| 10 | It embarrasses me to volunteer answers in my language class. | | | |
| | SA | - | - | - |
| | A | 12 | $112/30 \times 100 = 40\%$ | $12 \times 4 = 48$ |
| | N | 18 | $18/30 \times 100 = 60\%$ | $18 \times 3 = 54$ |
| | D | - | - | - |
| | SD | - | - | - |
| $M (\text{Average}) = \frac{102}{5} = 20.4$ | | | | |
| 11 | I always feel that the | | | |

| | | | | |
|--|---|----|-----------------------------|--------------------|
| | other students speak the foreign language better than I do. | | | |
| | SA | 4 | $4/30 \times 100 = 13.33\%$ | $4 \times 5 = 20$ |
| | A | 15 | $15/30 \times 100 = 50\%$ | $15 \times 4 = 60$ |
| | N | 7 | $7/30 \times 100 = 23.33\%$ | $7 \times 3 = 21$ |
| | D | 4 | $4/30 \times 100 = 13.33\%$ | $4 \times 2 = 8$ |
| | SD | - | - | - |
| $M (\text{Average}) = \frac{109}{5} = 21.8$ | | | | |
| 12 | I am afraid that the other students will laugh at me when I speak the foreign language. | | | |
| | SA | 6 | $6/30 \times 100 = 20\%$ | $6 \times 5 = 30$ |
| | A | 9 | $9/30 \times 100 = 30\%$ | $9 \times 4 = 36$ |
| | N | 15 | $15/30 \times 100 = 50\%$ | $15 \times 3 = 45$ |
| | D | - | - | - |
| | SD | - | - | - |
| $M (\text{Average}) = \frac{111}{5} = 22.2$ | | | | |
| *SA = Strongly Agree; A = Agree; N = Neither agree nor disagree; D = Disagree; SD = Strongly disagree. | | | | |

Questionnaire

Nama :

Kelas :

| No | Pernyataan | Sangat Setuju | Setuju | Netral | Tidak Setuju | Sangat Tidak Setuju |
|----|---|---------------|--------|--------|--------------|---------------------|
| 1 | Saya tidak pernah yakin pada diri sendiri saat berbicara Bahasa Inggris. | | | | | |
| 2 | Sangat menakutkan bagi saya ketika saya tidak memahami apa yang sedang dibicarakan guru dalam Bahasa Inggris. | | | | | |
| 3 | Saya terus berfikir bahwa siswa lain lebih baik dari saya ketika berbicara Bahasa Inggris. | | | | | |
| 4 | Saya mulai panik ketika harus berbicara Bahasa Inggris tanpa ada persiapan. | | | | | |
| 5 | Saya merasa malu jika diminta untuk memberikan jawaban pertanyaan dalam pembelajaran Bahasa Inggris. | | | | | |
| 6 | Saya merasa takut ketika guru akan mengoreksi tugas yang saya kerjakan. | | | | | |
| 7 | Saya selalu merasa siswa lain lebih lancar dalam berbicara Bahasa Inggris daripada diri saya sendiri. | | | | | |
| 8 | Saya merasa sangat malu untuk berbicara | | | | | |

| | | | | | | |
|----|--|--|--|--|--|--|
| | Bahasa Inggris di depan teman-teman sekelas. | | | | | |
| 9 | Saya lebih merasa tegang dan gelisah ketika belajar Bahasa Inggris daripada pelajaran lainnya. | | | | | |
| 10 | Saya merasa takut dan bingung ketika saya sedang berbicara Bahasa Inggris. | | | | | |
| 11 | Saya merasa gelisah ketika saya tidak memahami setiap kata yang diucapkan guru. | | | | | |
| 12 | Saya takut jika ada teman sekelas yang menertawakan saya ketika saya berbicara Bahasa Inggris. | | | | | |

Questionnaire

Name :

Class :

| No | Statements | Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree |
|----|---|----------------|-------|---------|----------|-------------------|
| 1 | I never feel quite sure of myself when I am speaking in my foreign language class. | | | | | |
| 2 | It frightens me when I don't understand what the teacher is saying in the foreign language. | | | | | |
| 3 | I keep thinking that the other students are better at languages than I am. | | | | | |
| 4 | I start to panic when I have to speak without preparation in class. | | | | | |
| 5 | It embarrasses me to volunteer answers in my language class. | | | | | |
| 6 | I am afraid that my language teacher is ready to correct every mistake I made. | | | | | |
| 7 | I always feel that the other students speak the foreign language better than I do. | | | | | |
| 8 | I feel very self-conscious about speaking the foreign language in front of other students. | | | | | |
| 9 | I feel more tense and nervous in my language class than in my other classes. | | | | | |
| 10 | I get nervous and confused when I am | | | | | |

| | | | | | | |
|----|---|--|--|--|--|--|
| | speaking in my language class. | | | | | |
| 11 | I get nervous when I don't understand every word the language teacher says. | | | | | |
| 12 | I am afraid that the other students will laugh at me when I speak the foreign language. | | | | | |



PEMERINTAH ACEH
DINAS PENDIDIKAN
Jalan Tgk. H. Mohd Daud Beureueh Nomor 22 Banda Aceh Kode Pos 23121
Telepon (0651) 22620, Faks (0651) 32386
Wibesite : disdikacehprov.go.id, Email : disdik@acehprov.go.id

Nomor : 2020 C.2 III /2018
Sifat : Biasa
Lampiran : -
Hal : Izin Pengumpulan Data

Banda Aceh, 19 Maret 2018

Yang Terhormat,

Dekan Fakultas Tarbiyah dan Keguruan (FTK)
UIN Ar-Raniry Darussalam Banda Aceh

di

Tempat

Sehubungan dengan surat Dekan Fakultas Tarbiyah dan Keguruan (FTK) UIN Ar-Raniry Darussalam Banda Aceh Nomor : B-3239/Un.08/TU-FTK/TL.00/03/2018 tanggal 15 Maret 2018 Perihal izin untuk mengumpulkan Data menyusun Skripsi dengan judul "Using Selective Error Correction and Group Work to Reduce Students' Anxiety of Speaking English In The Classroom" di SMK Negeri 1 Mesjid Raya Neuhuen Aceh Besar, atas nama Saudari **Fadhila Zikra NIM : 231 324 185**, maka untuk maksud tersebut kami sampaikan beberapa hal berikut :

1. Pada prinsipnya kami tidak keberatan dan memberikan izin untuk pengambilan data di maksud kepada Saudari Fadhila Zikra di SMK Negeri 1 Mesjid Raya.
2. Mengingat kegiatan ini akan melibatkan para Siswa, diharapkan agar dalam pelaksanaannya tidak mengganggu proses belajar mengajar.
3. Demi kelancaran kegiatan tersebut, hendaknya berkoordinasi terlebih dahulu dengan Kepala Sekolah yang bersangkutan.

Demikian kami sampaikan, atas kerjasamanya kami haturkan terima kasih.

KEPALA BIDANG PEMBINAAN SMK. 3


Drs. SUHIRMAN
PEMBINA TK. I
NIP. 19600503 198603 1 009
ND No 1198-C-III/2018 tanggal 16 Maret 2018

Tembusan
1. Kepala SMK Negeri 1 Mesjid Raya,
2. Mahasiswa Yang bersangkutan
3. Arsip



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI AR-RANIRY BANDA ACEH
FAKULTAS TARBIYAH DAN KEGURUAN

Jl. Syekh Abdur Rauf Kopelma Darussalam Banda Aceh
Telp: (0651) 7551423 - Fax: (0651) 7553020 Situs : www.tarbiyah.ar-raniry.ac.id

Nomor : B-3239/Un.08/TU-FTK/ TL.00/03/2018

15 Maret 2018

Lamp : -

Hal : Mohon Izin Untuk Mengumpul Data
Menyusun Skripsi

Kepada Yth.

Di -
Tempat

Dekan Fakultas Tarbiyah dan Keguruan (FTK) UIN Ar-Raniry Darussalam Banda Aceh dengan ini memohon kiranya saudara memberi izin dan bantuan kepada:

N a m a : Fadhila Zikra
N I M : 231 324 185
Prodi / Jurusan : Pendidikan Bahasa Inggris
Semester : X
Fakultas : Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam.
A l a m a t : Jl. Rawa Sakti VII, Lr. Meulagu IV No.1 - Jeulingke Banda Aceh

Untuk mengumpulkan data pada:

SMK 1 Masjid Raya, Neuhuen Aceh Besar

Dalam rangka menyusun Skripsi sebagai salah satu syarat untuk menyelesaikan studi pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry yang berjudul:

Using Selective Error Correction and Group Work To Reduce Students' Anxiety of Speaking English In The Classroom

Demikianlah harapan kami atas bantuan dan keizinan serta kerja sama yang baik kami ucapkan terima kasih.

Ap. Dekan,
Kepala Bagian Tata Usaha,



M. Said Farzah Ali

BAGUMUM BAG UMUM

Kode 6580



PEMERINTAH ACEH
DINAS PENDIDIKAN

SEKOLAH MENENGAH KEJURUAN NEGERI 1 MESJID RAYA
Jl. Laksamana Malahayati KM 15 Neuheun Kabupaten Aceh Besar. Kode Pos. 23381
E-mail : smik_acehbesar@yahoo.com website : www.smkn1-mesjidraya.sch.id



SURAT KETERANGAN

Nomor : 070 / 184 / 2018

Sehubungan dengan surat Dekan Fakultas Tarbiyah dan Keguruan (FTK) UIN Ar-Raniry Darussalam Banda Aceh, Nomor : B-3239/Un.08/TU-FTK/TL.00/03/2018, Tanggal 15 maret 2018, Kepala Sekolah Menengah Kejuruan (SMK) Negeri 1 Mesjid Raya Kabupaten Aceh Besar, Dengan ini menerangkan bahwa :

Nama : Fadhila Zikra
NIM : 231 324 185
Prodi/Jurusan : Pendidikan Bahasa Inggris
Fakultas : Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam
Alamat : Jl. Rawa Sakti VII, Lr. Meulagu IV No.1 – Jeulingke Banda Aceh

Yang namanya tersebut di atas telah melakukan penelitian dan pengumpulan data Penyusunan Skripsi di SMK Negeri 1 Mesjid Raya Kabupaten Aceh Besar dalam rangka Penyusunan Skripsi sebagai salah satu syarat untuk menyelesaikan studi pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry, dengan judul :

“Using Selective Error Correction and Group Work To Reduce’ Anxiety of Speaking English In The Classroom”.

Demikian surat keterangan ini dibuat, untuk dapat dipergunakan seperlunya.

Aceh Besar, 26 Maret 2018

Kepala Sekolah,



Zainal Abidin, S.Pd

Nip. 197607022003121009

AUTOBIOGRAPHY

Personal Identity

Name : Fadhila Zikra
Place and Date of Birth : Banda Aceh, 10 April 1995
Sex : Female
Religion : Islam
Nationality : Indonesian, Acehnese
Marital Status : Single
Occupation : Student
Address : Jl. Rawasakti VII, Lr. Meulagu IV, No. 1, Jeulingke
Email : dilazikra18@gmail.com

Parent

Father's Name : H. M. Yusra, S. Sos
Occupation : Pensioner at Dinas Pendidikan Prov. Aceh
Mother's Name : Dra. Hj. Diana Herlina
Occupation : Teacher, SMA Negeri 3 Banda Aceh
Address : Jl. Rawasakti VII, Lr. Meulagu IV, No. 1, Jeulingke

Educational Background

Kindergarten : TK Perwanida (2000-2001)
Primary School : MIN 1 Jambo Tape (2001-2007)
Junior High School : SMP Negeri 2 Banda Aceh (2007-2010)
Senior High School : SMA Negeri 3 Banda Aceh (2010-2013)
University : UIN Ar-Raniry (2013-2017)

July 12th 2018

Banda Aceh,

Zikra

Fadhila