

USING COGNITIVE BEHAVIORAL STRATEGY TO OVERCOME AFFECTIVE FACTORS OF STUDENTS' SPEAKING IN SENIOR HIGH SCHOOL

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Abstrak

Tujuan dari penelitian ini adalah untuk mengetahui masalah berbicara siswadan pengaruh factor berbicara siswa melalui strategi perilaku kognitif. Penelitian ini merupakan penelitian kualitatif. Instrumen pengumpulan data menggunakan angket dan observasi. Subjek penelitian ini adalah 21 siswa SMA. Analisis data dilakukan secara deskriptif kuantitatif. Hasil penelitian ini adalah dengan menggunakan strategi perilaku kognitif, siswa dapat melakukan perbaikan hanya pada faktor afektif sedangkan untuk kemampuan mendengar, pengetahuan topikal dan kondisi kinerja tidak ada pengaruh sama sekali.

Kata kunci: strategi perilaku kognitif, faktor berbicara, kemampuan berbicara.

Abstract

The aim of this study is to investigate the student speaking problem and the effect of student speaking factor trough behavioral strategy. This research used quantitative research design. This research used questionnaires and observation as instruments to gain the data. The subjects of this study are 21 students in senior high school. The data would be analyzed in quantitative-descriptive. It was found that by using cognitive behavioral strategy, students could make improvement only on affective factors while for listening ability, topical knowledge and performance condition, there is no impact at all.

Keywords: cognitive behavioral strategy, speaking factors, speaking ability

INTRODUCTION

There are four main skills in English. Those are listening, writing, reading and speaking. One of the most crucial skill is speaking because the purpose of learning a language is to communicate with the language we learn. Davies & Pearse (1998) stated that the main purpose in learning English is to be able to use English accurately and properly especially in communicating using English. The problem is many students who learn language such as English have difficulty in using English in communication. They seem stuttered in speaking. It is because they lack of knowledge in how to use English fluently (Tomlinson, 1998).

Language learners require linguistic ability (Nunan, 1999). It is a comprehension of vocabulary and syntax mastery in order to speak a language we want to learn. But, this ability is just not enough for people who want to communicate fluently and properly in a language we want to learn.

According to Nunan (1999) language learners have to be communicative and competence. It's meant that

not only linguistic skills but also a variety of sociolinguistic and conversation with other people. This will help them know how to speak properly and use the right expression. Johnson (1995) claimed that the second language learners want to achieve is different from their mother tongue. They should practice speaking every day to reach the competence of a language they want to learn.

One of the ways is cognitive behavioural strategy. Cognitive behavioral strategy is a strategy that can help to overcome self anxiety or having less confident. It is derived from the Cognitive Model of Emotional Response. This kind of strategy is based on the scientific fact that what is inside in human brain would make an impact that can be an output like our feeling and behavior. This strategy is focus on treatment in psychologice that has been examined to be useful and effective in solving problems such as anxiety, mental, self-confident and pressure. The advantage of this fact is that human could form the way of doing something. It can make human feel better to do something even if the situation still the same and nothing changes.

This feeling is called affective factor. Affective factors are very important in learning a language especially in speaking. Oxford (1990) stated that one of the crucial factors in learning a language that people want to be able to speak is affective it will decide they success or fail. It depend on the people themselves. Krashen (1982) claimed that there are some variables related to foreign language acquisition such as anxiety, motivation and self-confidence. Thornbury (2005) also stated that affective factor as the emotional side of human behaviour can influence speaking fluency.

Papamihel (2002) stated that anxiety can be related to threats to self-efficacy and appraisal of situations as threatening. It means that language anxiety can start as transitory episodes of fear in a situation in which the student has to perform in the target language, at this time anxiety is simply a passing state. It means the circumstances of the environment can affect the student's speaking performance. Anxiety is the most common as a big problem is speaking. For many students, anxiety is like a ghost because they have to speak a language which they do not usually speak in their daily life. They tend to be anxious to stand up and speak even though they already have planned and trained before. Sometimes, after they practicing everyday, when the time comes, the anxiety will make the preparation broken down. The second variable is motivation. How bad a person want to speak to foreign language like english. How much power will a person want to acquire a certain language so that the person to be able to speak that language. Motivation is the answer. If someone is lack of motivation, they will do less to learn and acquire a certain language (Juhana 2012). On, contrast, If someone is full of motivation, they will easily learn and enjoy the process until they can speak a language they want to learn fluently. The last is self-confidence. It is almost similiar to anxiety. It goes hand in hand because if someone gets anxiety, he/she will have less self-confidence. It is totally different from someone has great self-confidence, it will be easy for him/her to speak a language he/she want to learn.

Various condition can effect students' performance because every student has different characters. Each student has own certain condition where they can speak fluently or they do really bad performance. Nation & Newton (2009) said that speaking performance conditions can affect people speaking ability. Nation & Newton (2009) added and classified that there are some factors that can impact students' speaking performance. Those are planning, pressure, the amount of support and the standard of performance. Planning is the best speaking strategy especially in speech. By planning, speakers will arrange what will they say and they will speak systematically. Time by time will goes by, it will practice

people who want to learn a language and they will be fluent and easy to speak even they do not have a plan. For beginners, if they do not have any plan, they will be confused and insecure to speak a foreign language they want to learn. The second is pressure. Every students has different pressure. For example, one student will feel so enthusiastic if they have hard pressure but, the others will be so anxious or obnoxious if they have even just little pressure. Next is amount of support. It is quite crucial in affective students' speaking performance. If there is no support, sometimes one can do the best speaking performance. But not all speakers like this. There are some speakers that will feel extraordinary if the amount of support is big and very noisy. These kind of speakers seem encouraged and motivated to speak better. The last is the standard of performance. For example, in a speech, there is limited time to do the speech. The longer time is, the easier or the harder it is. For some students, time is a problem, they tend to speak less and prefer to be quiet and just listen. Of course, there is a student who love speaking no matter the time is.

Doff (1998) said that speaking ability cannot be separated different from listening ability. It will be developed if they can listen and understand what it is so that there is a content to speak at least he/she know what will come out from his/her mouth. Students should comprehend what is spoken so that they can success in a conversation using a foreign language. Shumin (1997) stated that listener and speaker should play in role of conversation. If a speaker speaks, the listener is listening to gain idea to respond using words and expression in a certain language like english. Therefore, if the listener cannot understand what is said, he/she will be unable to give response to the speaker. Listening ability also cannot be separated with topical knowledge. Bachman & Palmer (1996) believed that topical knowledge has effect on listening and speaking. They said that topical knowledge is a knowledge that had been acquired and experienced in long-term memory. It is a relevant information as a knowledge in speakers' daily life. The more words students acquire, the easier they will speak.

For the students to learn, they need feedback. Feedback is important for many students because they will know how far they can develop on their speaking ability. In feedback, there are two main roles, those are teacher and students themselves. Harmer (1991) asserted that the decisions on giving feedback should construct students' speaking performance and built confidence for students in the next opportunity. If there is a mistake in the students' performance, the teacher can fix it so that it will impress the students to make a progress for the better speaking. This feedback will decide the students to develop their

speaking skill or not because feedback can be an input for students

No one is perfect, so that the feedback can be very useful for the students. In contrast, if the students are always corrected all the time, they will find this very annoying and demotivating. It will make them afraid to speak again because they feel so wrong and make too many mistakes in speaking. The feedback should be good and positive so that this feedback will be an encouragement for students.

MacIntyre, Clément, Dörnyei, & Noels (1998) had conducted a study about self-confidence on oral performance. They tried to find out if there is any effect and a relationship between them. The results of their research indicated that the learners' power will to speak using a language students learn was partly determined by their self-confidence. Bozorgian (2012) conducted a research to examine the relationship of listening skill with other language skills like speaking. The result of the research showed that there is a relationship between listening and speaking. He stated that the higher the students' listening score in the test, the better the speaking score will be.

Tanveer (2007) examined how many and what are factors that can impact speaking using a foreign language and anxiety. The participants were twenty students who learned speaking skills using a certain language. He also tried to find the influence of students' anxiety on conversation using foreign language that students learn. The result was similar to Park & Lee's finding in 2005. The finding indicated that students' language ability and speaking skills were impeded by stress, nervousness and anxiety. He concluded that the higher the anxiety, the lower the students' performance in speaking. Park & Lee (2005) said that there is a bond between foreign language anxiety of students and self-confidence to speaking ability. The subjects of their research were 132 college students in Korea who took English conversation course. The results of the research showed that students' anxiety got effect on speaking performance of the college students. They reached a conclusion that self-confidence could make a significant effect on L2 learners' speaking performance. They also said that if the students were to have more self-confidence, they would have better speaking performance. Feyten (1991) held a research to know whether there is a relationship between speaking foreign language and listening ability, between listening ability. The results showed that there was a significant correlation between listening ability and foreign language proficiency. There was a bond between speaking ability and foreign language listening skills. Lukitasari (2008) made a study which is focus on strategies in overcoming students' speaking difficulty and problem in speaking ability. The subjects were college students in a university in Indonesia. The

results of the study suggested the speaking students experienced problems including such as do not know what to say and still confused with synchronization mother tongue language to foreign language. Lukitasari's had found that some speaking elements like grammar, vocabularies, and pronunciation made significant impact on speaking performance of the students. Those elements could make students' speaking skill good or bad.

From these studies, it is important to find solutions to the students' speaking problems. Therefore, this research emerges two main questions. The first is what are the speaking problems that the students experience in senior high school? And the second one is how far cognitive behavioral strategy can overcome factors that affect their speaking ability?

METHODS

The aim of this research is to give a picture and describe a natural data that happens in the classroom which uses English in the class so that this research will be a quantitative-descriptive research. However, the data that had been taken would be explained. A description will be provided as a data analysis. It has to show the real problems which are experienced by students in learning speaking English. The researcher just follow whatever the material which is taught by the teacher in the classroom while the researcher just see and observe the process of student's speaking using English.

Sudijono (1987) stated that descriptive quantitative method is a method that describes the state of a phenomenon that has been done by the measuring instrument then, processed in accordance with the function. In other words, descriptive quantitative have to organize and analyze the numeric data, in order to provide a view regularly, concise, and clear about a phenomenon or event. According to (Sugiyono:2014) descriptive research is research that describes a phenomenon, events using quantitative data. It aimed to give the description about students' speaking experienced problem and show the effect of cognitive behavioral strategy to the student speaking factors.

The setting of this research is an English class. It consists one English teacher and 21 students in grade XI. The subjects were 21 students in 11 grade.

The focus data of this research are anything that students say in the teaching-learning process in the class including non-verbal and verbal behaviour of the students. Non-verbal behaviour that will be focused is expression, face, and eye direction of the students in the classroom. While verbal behaviour which is the data will be gained is what the students speak.

Sources of data in this study are from teaching-learning process that use English as the language and material in

the class grade XI. It will embrace the problems in the speaking that have been experienced by students.

The data gained were analyzed by the researcher by using quantitative analytic strategies to make it easier to be understood. Verbal and non-verbal data during teaching-learning process in the classroom were described. To analyze the obtained data which is collected from students is the aim of this study. After obtaining the verbal and non-verbal data, the researcher deleted what was not important and what is worth it to be provided as a result of this study. The data were analyzed as form quantitative-description. The last, the findings were concluded and interpreted so that answers of the questions could be obtained.

The instruments of this research used by researcher to gain data were observation and questionnaires. Topic is up to the students. Whatever the topic is. The point is to make students can speak up. This is chosen by the researcher because it will make the students easier and open-minded to speak. The researcher thinks that the free topic is good to avoid the problems and difficulty in speaking make the performance of the students better so that the researcher feel easier to make an observation Not only observation as the main instrument which is used by the researcher in this research, but also questionnaires. The questionnaires consist of five questions. Three questions are yes or no questions and two others are option-questions so that the students can choose what is describe the main problems in their speaking. Three question yes or no are when your friend speak, do you understand what he/she said?, do you have enough background knowledge to understand what your friends said?, do you like the class condition when you speak?. Two option question are what kind of condition do you like? And What kind of Affective factors that affect your speaking ?.

RESULTS AND DISCUSSION

Based on the observation had been done by the researcher, here is the result:

Table 1. Result of the questionnaire

content	Problems experienced by students		activity
First try of speaking	Listening ability	6 no 15 yes	Speak any topic they like while the others listen to the student who speak
	Topical knowledge	6 no 15 yes	
	Performance conditions	5 no 16 yes	
	Affective factors : anxiety,	Anxiety: 19 yes 2 no	

	motivation and self-confidence	Motivation : 14 yes 7 no self-confidence : 19 yes 2 no	
cognitive behavioral strategy	Identify the problems	✓	The researcher try to ask the problem and give questionnaire then the students answer
	feedback	✓	The researcher give feedback on the students' speaking one by one after the students spoke
	Outline	✓	Students make an outline of what they want to speak
	rehearse	✓	Students practice what they have outlined
Second try of speaking	Listening ability &	6 no 15 yes	Speak same topic they like as the first try while the others listen to the student who speak
	Topical knowledge	6 no 15 yes	
	Performance conditions	5 no 16 yes	
	Affective factors : anxiety, motivation and self-confidence	Anxiety: 9 yes 12 no Motivation : 18 yes 3 no self-confidence : 11 yes 10 no	

In the first chance of speaking, for listening problem, there were 6 students who answered do not understand what a student spoke. While 15 students answered they could understand what a student spoke. These data were taken from questionnaires. For topical knowledge, there were 6 students who answered do not have a background knowledge what a student spoke. This means that they have less knowledge about words or utterance in english. Moreover, they look like less listen to the english language. While 15 students answered they often read or listen english literature. That is why they could understand what a student spoke because they have background knowledge. It would make them easier to understand. This result is the same as listening problem. It goes hand in hand between listening ability and topical knowledge. For performance conditions, there were 5 students who answered do have distraction when he/she spoke. This means that they have a difficulty in speaking when the condition is crowd. Moreover, they seem rarely use english in their daily life. While 16 students answered they had no difficulty in speaking when the condition is crowd. That is why they could do speaking performance well. This result is almost the same as listening problem and topical knowledge. For the affective factors, almost all students answered they had anxiety while doing speech. There were 19 students. It is a very common problem that experienced by students. Only 2 students answered that they do not have anxiety during spoke. While in motivation, 14 students answered they were motivated and 7 students answered they were not motivated. For the self-confident, almost all students answered they had less self-confident while doing speech. It is a very common problem that experienced by students, 19 students. Only 2 students answered that they have self-confident during spoke. This is the same result as the anxiety factor. It goes hand in hand between anxiety and self-confidence.

After the first chance of speaking, the researcher conducted cognitive behavioral strategy, those are identify the problems, feedback, outline, rehearse. For the first, identify the problems, The researcher try to ask the problem and give questionnaire then the students answer. For feedback, the researcher give feedback on the students' speaking one by one after the students spoke. Then outline, students make an outline of what they want to speak. The last is rehearse, Students practice what they have outlined. After all of that, the students would have the second chance to speak one more time. Here were the result.

In the second chance of speaking, for listening problem, there were still 6 students who answered do not understand what a student spoke. While 15 students answered they could understand what a student spoke. This is the same with the first chance of speaking. For

topical knowledge, there were still 6 students who answered do not have a background knowledge what a student spoke. While 15 students answered they often read or listen english literature. That is why they could understand what a student spoke because they have background knowledge. This is the same with the first chance of speaking. For performance conditions, there were still 5 students who answered do have distraction when he/she spoke. While still 16 students answered they had no difficulty in speaking when the condition is crowd. This is the same with the first chance of speaking. For the affective factors, there were differences from the first try of speakig. There were 12 students answered that they do not have anxiety during spoke after having cognitive behaviour strategy. While 9 students still answered having anxiety in speaking. There is a good impact on anxiety factor that some students can overcome their own anxiety. While in motivation, 18 students answered they were motivated and 3 students answered they were not motivated. There is a good impact on motivation factor that some students can be more motivated. For the self-confident, almost half of the students answered they had less self-confident while doing speech, 11 students. It is a very common problem that experienced by students. While 10 students answered that they have self-confident during spoke.

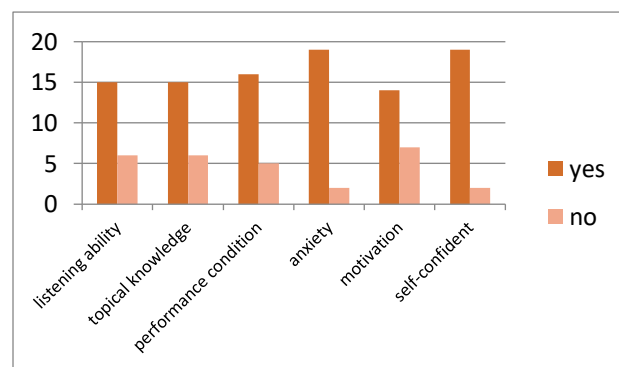


Figure 1. Result of first try of speaking

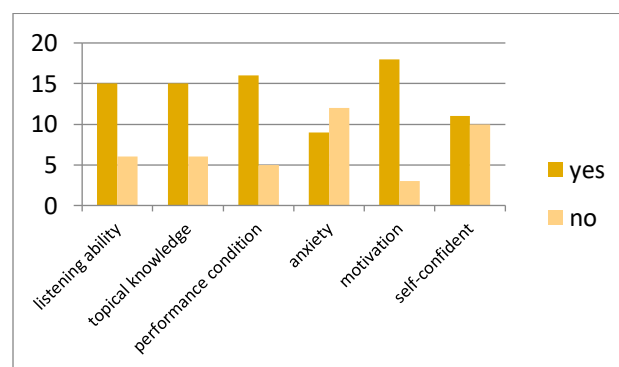


Figure 2. Result of second try of speaking

Based on the data, the result is almost the same with Park & Lee (2005) and MacIntyre, Clément, Dörnyei, & Noels (1998) who said that there is a bond between foreign language anxiety of students and self-confidence to speaking ability. The result of the research showed that students' anxiety got effect on speaking performance of the college students. Moreover, this result also the same with Tanveer (2007) that speaking ability has relationship with anxiety.

By using cognitive behavioral strategy, students could make improvement only on affective factors while for listening ability, topical knowledge and performance condition, there is no impact at all. It is proved by result of second try of speaking that there were differences in the affective factors. Students made improvement only on self confidence, motivation, and anxiety, while for listening ability, topical knowledge and performance condition, there is no significant impact.

Conclusion

Based on the result and discussion above, the researcher could take conclusion. From the data which had been analyzed, it can be concluded that there are some problem that experienced by students. Those are listening ability, topical knowledge, condition, and affective factors like anxiety, motivation and self-confident.

Listening ability and topical knowledge had the same result based on questionnaire. Those factors go hand in hand whether in the first try of speaking and the second try of speaking. There is no significant impact cognitive behavioral strategy on this factor. For the condition factor, the result of the first try and second try is the same. There is no significant impact cognitive behavioral strategy on this factor either.

After first try of speaking and second speaking, there are some students who made some improvement in overcoming affective factors. The researcher also found a fact that there is a correlation between anxiety and self-confident. These affective factors almost go hand in hand. The proof is in the first try of speaking had the same result. While in the second try of speaking, there is just a little bit different.

To answer first research question, it is explained in the table 1 and table 2 that there are some problems experienced by students. Those are listening ability, topical knowledge, performance condition, anxiety, motivation, and self-confidence. It is proved by there are some students having problem with certain problems and all problems had been chosen even though the numbers are different. Then, in general, to answer the second research question, by using cognitive behavioral strategy, students could make improvement only on affective factors while

for listening ability, topical knowledge and performance condition, there is no impact at all.

Suggestion

This research suggest more additional study or the future for many people who concern problems in speaking. This research can be as a reference for the next researcher of teacher and many people who deal with speaking's problems especially for people who use cognitive behavioral strategy.

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