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Empowering Students' Affective Factors in Teaching Speaking through Integrated Communicative Activities

Mujahidah*
Institut Agama Islam Negeri Parepare
Parepare, Indonesia
https://orcid.org/0000-0002-9510-5221

Faridah Abdul Rauf
Institut Agama Islam Negeri Parepare
Parepare, Indonesia
https://orcid.org/0000-0003-3790-5009

Muhammad Zuhri Dj
Institut Agama Islam Negeri Bone
Bone, Indonesia
https://orcid.org/0009-0004-0433-8516

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Abstract. This study investigates the students' affective factors in learning to speak through integrated communicative activities. Communicative activities aim to develop students' ability to use language to interact with people in real situations. Practising communicative activities can certainly help students to develop their language abilities. Integrated communicative activities are assumed to be the best way to empower the students' affective factors. Communicative activities are needed to help students to boost the students' anxiety, motivation and self-confidence in learning to speak. The participants were students in the fourth semester of the English Education Department of State Islamic Institute Parepare. The quantitative research was conducted by using a random sampling technique. In-depth analysis showed three results, 1) the students believed they desired to speak in front of the class. They were not afraid and shy when their friend laughed or the teacher correction at them; 2) the students were enthusiastic and spirit about learning as a good opportunity in the future; 3) the students also had confidence that they have intelligence and communication ability. The study's results suggested that integrated communicative activities should be implemented in the class to empower the students' affective factors.

Keywords: *Teaching Speaking*, *Integrated Communicative Activities, Affective Factors*

1. Introduction

* *Corresponding Author: Mujahidah, Email: mujahidah@iainpare.ac.id*

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In this global era, English become a media of communication by many people and it makes people who come from different countries to be easier in making interaction and communication. Speaking is one skill to express the learners' ideas and thought a message orally. Naouel (2015) emphasized that speaking as crucial skill in learning foreign language is very important to get real communicative situation to express their views and opinion and also develop students' fluency and accuracy.

Furthermore, the Indonesian students in university who took English education as their major, actually, have a good knowledge in English but lack in performance. Rao (2002) reported that students who studied English for several years have gained knowledge of grammar, vocabulary, and read well get high marks in English exams. However, they lack good training in English listening and speaking skills which useful for communication in their daily lives. In the school or university, low frequently of practice speaking may impact to difficulties of conducting the test speaking by the teachers or lecturer. (Latifa,166)

A lot of attempts have been made to improve English teaching instruction to promote students' communicative competence in listening, speaking reading and writing. Nowadays, English teachers in Indonesia implement Communicative Language Teaching (CLT) in the class especially in speaking. Chang (2011) stated that to develop the students' English abilities, the teachers have been encouraged to implement CLT in teaching speaking as most widely spoken language in the world.

Another opinion, Angwattanakul (1994) stated that communicative approach is aimed at developing communication skills and tries to help students to use language appropriately in different situations with a focus on fluency rather than accuracy. The goal of communicative approach lies in activities. Harmer (2002) stated that communicative activities are aimed at developing students' ability to use language to interact with people in real situations.

As the second learners, the students still have problems with their anxiety, nervousness, less motivation and less self-confidence in speaking which those are the factors that blocked their ability in developing speaking skill. Tseng (2012) indicated that feeling of anxiety, nervousness, less motivation and poor self-confidence are commonly expressed by second language learners in learning to speak a second language. These feelings are considered to exert a potentially negative and detrimental effect on communication in the target language. Ellis (1994) implied that learners' affective factors are obviously of crucial importance in accounting for individual differences in learning outcomes.

The research focused on empowering students' affective factors through integrated communicative activities to the fourth semester students of English department of IAIN Parepare. The study of affective factors was covered three factors which are anxiety, motivation and self-confidence. While the study of integrated communicative activities which covered role-play, jigsaw activities, information gap and opinion-sharing activities.

1.1 Speaking

Recently, in a foreign language teaching class, today's professional interest is on the students' speaking skill development, because, in general, success is shown through the speaking ability, as mentioned by Nunan (1991).

Speaking is an important part of second language learning and teaching. According to Chaney in Kayi (2006) speaking is the process of building and sharing meaning through the use of verbal and nonverbal symbols, in a variety of context. Speaking ability is a power or skill for using a verbal communicative process of constructing meaning involves

producing, receiving and processing information or messages from being communicated with the other. By the previous fact, Jabu (2008) emphasized that speaking is more productive rather than receive and operates through the aural rather the visual medium. Because speaking has been the productive skill so should be taught to get the real aim of it.

1.2 Integrated Communicative Activities

In communicative classes, a wide variety of activities such as role plays, interviews, discussions, information gap activities, language games, language learning, simulations, problem solving tasks, quizzes, and surveys are used. The focus is usually on developing language skills and functions in authentic context.

Littlewood (1981) distinguishes two major activity types of integrated communicative activities namely functional communication activities and social interaction activities. Functional communication activities are aimed at developing certain language skills and functions, which involve communication. It requires learners to use their language resources to overcome an information gap or solve a problem. Meanwhile, social interaction activities require the learner to pay attention to the formal versus informal language. The functional communication activities covered information gap, jigsaw activities, information gathering activities, and opinion-sharing activities.

1.3 Affective Factors

It is well known that not everyone is successful in learning second language. Learners' affective factors are obviously of crucial importance in accounting for individual differences in learning outcomes. Whereas learners' belief about language learning are likely to be fairly stable, their affective states tend to be volatile, affecting not only overall progress but responses to particular learning activities on a day-by day and even moment-by moment basis. (Ellis,1994). The term 'affect' refers to emotion or feeling, the aspects of our emotional beings. The affective domain is the emotional side of human behaviour and may be juxtaposed to the cognitive side. Affective factors in foreign language teaching and learning refers to two related aspects; one is individual factors of learners including motivation, anxiety, self-confidence, etc.; the other is the relational factors among learners and between the learner and the teacher including teaching method, learning environment, interaction, etc.

The affective factors play a significant role in learning process. There are three affective factors that concerned in this study namely:

Self-confidence: Self-confidence is considered to be another significant factor, which profoundly influence the learners' language performance. The students who lack of confidence are usually found to be extremely fearful and timid, reluctant to express their opinions and even unable to utter a complete sentence in the class. (Hui Ni, 2012). A good amount of self-confidence will lower the affective filter in order to let the input in. According to Brown (2007), three level of self-esteem have been described in the literature to capture its multi dimensions, namely, global, situational and task self-esteem.

Global self-esteem: It is a quite fixed and steady characteristic in grown up people, it does not change over time except through wide treatment. It is considered as the examiner of one's' own value across both time and discriminate situations.

Situational self-esteem: It refers to one's judgment of the value in his life as social interaction, work, education, home, or any certain relatively discretely defined traits such as intelligence, communicative ability, athletic ability, or personality traits like

gregariousness, empathy, and flexibility to the circumstances and the particular qualities of personalities.

Task-self-esteem: It refers to specific or particular task in particular circumstances such as in scholar education, task self-esteem is related to one side of subject matter, or in athletic situations, a certain skill of sport is assessed in relation to task self-esteem. According to Arnold (2000) language anxiety is ranks high among factors influencing language learning, regardless of whether the setting is informal or formal. The students who feel at ease in the classrooms and like the teacher may seek out more intakes by volunteering and may not be more accepting of the teacher as a source of input (Krashen, 1981).

Anxiety: Language anxiety has been considered as one of the most important aspects in language learning as well as teaching ever since the psychological theory of second language learning stretched its expansion in the research field. Over the past decades, a certain amount of research on the role of foreign language anxiety in foreign language learning showed that anxiety influences language learning and production (Cheng,1998). That is to say that foreign language anxiety not only affects students' attitude but is also considered to be detrimental to the performance of language learning. There are three types of anxiety. 1) Communication Apprehension: Communication apprehension (CA) has been defined as an "individual level of fear or anxiety associated with either real or anticipated communication with another person or persons", 2) Test Anxiety: Test anxiety is a psychological condition in which a person experiences distress before, during, or after an exam or other assessment to such an extent that this anxiety causes poor performance or interferes with normal learning, and 3) Fear of Negative Evaluation: The feeling of negative evaluation accompanying anxiety is defined as being overly concerned with others' opinions, hiding from the negative feelings of their unfavourable impressions, avoiding situations where there is potential evaluation, and expecting others to have a low opinion of them.

Motivation: Motivation has also been widely researched on and agreed to be an important affective variable influencing second language learning. Du (2009) stated that most researchers and educators would agree that motivation is a very important, if not the most important factor in language learning, without which even 'gifted' individuals cannot accomplish long-term goals, whatever the curricula and whoever the teacher. The level and kinds of motivations in any individual are different from others.

Integrative and Instrumental motivation: Saville-Troike (2006) defined integrative motivation as the desire to be a part of recognized or important members of the community or that society that speak the second language. It is based on interest in learning the second language because of their need to learn about, associate or socialize with the people who use it or because of purpose or intention to participate or integrate in the second language using the same language in that community; but sometimes it involves emotion or affective factors a great deal. According to Gardner and Lambert (1972), the integrative motivation means learning the language with the intention of participating in the culture of its people. Meanwhile, instrumental motivation involves the concept of purely practical value in learning the second language in order to increase learners' career or business opportunities, giving them more prestige and power, accessing scientific and technical information, or just passing a course of their study in school. (Saville-Troike, 2006).

These two types of motivation can affect and control the procedure and outcome of learning. Cook in Mahadi (2012) further believes that the integrative and instrumental motivation suggested by Gardner and Lambert is useful and effective factor for second language learning.

Intrinsic and Extrinsic Motivation: Intrinsic motivation is a motivation to do an activity because of itself. In fact, the individuals are intrinsically motivated do and practice the activities and works because they feel that those activities are enjoyable. (Pittrinch and Schunk in Mahadi, 2012). In other words, intrinsic motivation refers to learning having its own reward (Arnold, 2000). When students have intrinsic motivation, they have the internal desire to learn and they do not have the need for external outcomes. Extrinsic motivation, in the other hand, is motivation to do a work or an activity as a means or way to achieve a target. Those who are extrinsically motivated perform and do affairs as they think that their contribution will cause enviable result like reward, teacher admiration, or evasion of punishment (Pintrinch and Schunk in Mahadi, 2012)

2. Method

This research employed a quasi-experimental design which was applied non-equivalent control group design as quantitative design. The researcher gave the sample some questionnaires which consist of anxiety, motivation and self-confidence questionnaire. There are two variables involved in this research, namely independent variable and dependent variable. Independent variable is the implementation of integrated communicative activities. The integrated communicative activities in this study covered role-play, jigsaw activity, information gap and opinion sharing activity. Dependent variable is affective factors of students which deal with three factors as anxiety, motivation and self-confidence.

The population of this research was the fourth semester students of English Education Department in academic year 2020-2021. It consists of 3 groups. Therefore, the total number of the population was 75 students.

In this research, the researcher used random sampling technique. The sample of the research would be taken from one group as control group and one group as experimental group.

To collect the data, questionnaires as the instrument which divided into three questionnaires: (1) Foreign Language Classroom Anxiety Scale (FLCAS) questionnaire which adopted from Horwitz (1986), (2) motivation questionnaire (3) questionnaire of self-confidence. For motivation and self-confidence questionnaires have been revised.

3. Result & Discussion

3.1 Result

Based on the data from the questionnaire, it was found that the students' affective factors after teaching speaking through integrated communicative activities showed positive improvement. Based on the data from three factor of affective factor; anxiety, motivation and self-confidence, each of them showed results as follows:

a. Anxiety: The students' level of anxiety was divided into three categories which communication apprehension with mean range 3.62, while test anxiety in mean 3.44 and fear or negative evaluation types were in 3.29. Those types of anxiety are in same level as moderate level of anxiety.
b. Motivation: The data showed that the students' level of motivation was divided into three categories which integrative motivation with mean range 5.10,

instrumental motivation with 4.84 and extrinsic motivation with mean range 5.01. These categories of motivation were categorized as high level of motivation. It means that the students' have high motivation in learning speaking through integrated communicative activities.

c. Self-confidence: The data showed that the level of students' self-confidence which categorized as three types which global self-confidence with mean range 4.89, and both situational self-confidence and task self-confidence with mean range 4.80 and 5.07. Three types of self-confidence were categorized as high level of self-confidence. Based on the results, the students were highly confidence in speaking English through the integrated communicative activities. The results showed that the students were confident about their ability of English.

3.2 Discussion

This research supported by the previous researchers which focused on the using of integrated communicative activities as the method in teaching speaking. The result is consistent with studies reported by Klanit (2010) and Richard (2006) who found that speaking skill can be developed through communicative activities which include an information gap, a jigsaw puzzle, games, problem-solving, and Role-playing. In addition, Hedge (2008) supported this idea that the activities that can assist better speaking skills are free discussion and role-playing. Also, Harmer (1983) stated that the language activities are important factors in teaching language for communication. Activities help create interaction in the language classroom. The results are also in agreement with studies by Spart (1999), and Sauvignon (2003) that the students express good attitude and more enjoyable while learning with communicative activities in the class. Additionally, communicative activities can motivate the learners and establish good relationships between the teacher and the students as well as among the students thereby encouraging a supportive environment for language learning.

To start with, according to the result of the questionnaires, the students lacked confidence in speaking English, afraid of the fault while speaking in front of the class or with their lecture and being laugh by their friend.

As the result, the students' anxiety was divided into three types. The first type is communication apprehension (CA) which the rating level of anxiety was in moderate level. It means the students' speaking ability has relation with their level of anxiety. Gardner and Maclntyre (1993) stated that when the ability and desire to participate in discussion are present, but the process of verbalizing is inhibited, shyness and reticence is occurring. This type of anxiety may inhibit the students' ability and desire to speak in the classroom because of their fear when communicate with the others. In the other hand, the students are afraid to be laugh or underestimated by their friends because of their shyness or quietness.

Meanwhile, second types of anxiety which known as test anxiety showed the moderate level. The questionnaire showed that some of the students have the test anxiety most. The students' worrying about lack of preparation, poor time of studying management, and lack of confidence about the lecturer correction, and fear of failure also contribute the test anxiety. Consequently, these feeling of anxiety affect the students' self-esteem and the student may focus on the negative consequences of failure (Gardner, 1993).

Also, the third type of anxiety is fear of negative evaluation also showed the moderate level. Some of the students still feel fear about the evaluation which from both of their

lecturer or friends. Some students still fear about the friends' correction when they are speaking in front of the class without any preparation or fear about the negative correction from their lecturer. These feeling affects students' ability when speaking because they're always thinking the others' negative opinion even before they start to talk.

The result indicated that there are three common types motivation of the students. The first type is integrative motivation. Most common reasons were for communication with people in different countries and able to understand the others' language and culture. Gardner (1972) suggested that a person's need for studying a second language is for the ability to socialize with the language community and the ability to gain knowledge applied from that learning language.

The second type of motivation is instrumental motivation. This motivation involved the students' desire to learn in order to have good business and career in future and able to get scholarship and travelling to other countries. The integrative and instrumental motivation can affect and control the procedure and outcome of learning (Saville-Troike, 2006) because these motivations are improved the students learning ability because of their high motivation in learning it.

The last type of motivation is extrinsic motivation. Most of the students learning speaking through integrated communicative activities in order to be better in speaking and can continue their study in higher education and also to be success in their life with learning English. This motivation can be the most factors for students in learning speaking it also good for the students to have extrinsic motivation so they will study hard for their future. The higher their motivation in learning, their ability and performance will be better.

The mentioned result in finding of self-confidence questionnaire revealed that the students have three types of self-confidence.

As the first, the global self-confidence which were involved the characteristic of volunteering, leadership, confidence and believe on itself, and active in participating. These characteristics are quite fixed and steady characteristic to be grown up by people with suitable situations, (Brown, 2007). This self-confidence is important for the students in learning speaking because it is needed to be a good and confidence speaker.

The second type is situational self-confidence. The characters such as be confidence with intelligence and communication ability. This type affect to the students' speaking ability because the students feel confidence in speaking even, they get negative evaluation or opinion from the others. The third type is task self-confidence. This type also must be the important character to have by the student because this type may boost their self-confidence in doing the task given by the teacher confidently which affect to improvement of their skills.

4. Conclusion

Considering the result of the data analysis and the discussion, the researcher sum up that, the students' level of anxiety which categorized in three types was in moderate level. While three types of motivation and self-confidence also in high level category. It means that the affective factors of fourth semester were empowered after learning speaking through integrated communicative activities.

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The Authors:

Mujahidah, A lecture at the English Language Education Program, IAIN Parepare,

Indonesia. Her research interest includes education, English teaching method, and technology of education. E-mail: mujahidah@iainpare.ac.id

Faridah Abdul Rauf, An English freelance researcher. She now works as Administration Staff in Institut Agama Islam Negeri Parepare. Her research interests include teacher professional development and English Language Teaching, Discourse Analysis and English Learning Methods. E-mail: faridahabdulrauf@iainpare.ac.id

Muhammad Zuhri Dj., An English Lecturer of English Study Program at the Faculty of Tarbiyah, Institut Agama Islam Negeri Bone, Indonesia. His research interest includes English Language Teaching and Applied Linguistics. E-mail: zuhristaindije@gmail.com