Affective strategies, attitudes, and a model of speaking performance development for engineering students

S Wijirahayu\textsuperscript{1} and P Dorand\textsuperscript{2}
\textsuperscript{1}English Education Department Graduate School Universitas Muhammadiyah Prof. DR. HAMKA Jl. Buncit Raya 17 Pancoran Jakarta Selatan Indonesia
\textsuperscript{2}Akademi Telkom Jakarta, Indonesia

E-mail: sucianawijirahayu@gmail.com

Abstract. Learning English as a Foreign language (EFL) as one of the challenges especially for students majoring in Telecommunication Engineering to develop their communication skill as a professional could be one of the chances for them to face a more global era. Yet, there are important factors that may influence the progress of the speaking performance and attitude is one of them. Therefore, a survey involving two main psychological variables in language learning namely attitude and affective strategies and the third variable is speaking performance was conducted and a model of affective strategies in language learning developing through the application of Content Language Integrated Learning and multimedia instruction was introduced. This study involved 71 sophomore students and two classes of university students majoring in Telecommunication Engineering and Electrical Engineering. The researchers used both survey and action research method with quantitative as well as qualitative in approach.

1. Introduction.
English as a foreign speaking performance can be frustrating to some students. The students who do not have positive perspective towards learning might not activate affective strategy features. However, along with positive attitudes, it is argued that they then would employ various kinds of affective strategies by activating affective strategy features. Assuming that those variables are interlocking each other in the human brain, such theoretical framework confirmed McGoarty in Bagheri and Andi [1] argued that attitudes will lead to greater language success if they are accompanied by effective learning strategies and that allowed the students to take an advantage of instructional opportunities. Strategy training is one of the ways to equip the university students to deal with problems they face in EFL and one-time strategy training could be applied in a short period of learning [2]. The shared effects of students' attitudes and affective strategy should be taken into account of contributing the students' speaking performances. Therefore a model of affective strategies training, in a form of the combination of both variables is expected to overcome the challenges and create autonomous learning that contributes greater effects on the students' speaking performance to an increase of the students' awareness and responsibilities to learn.

2. Methods
Fifty Affective strategy questionnaire items adapted from Oxford’s SILL which were also used by previous researchers, such as; Shukri [3], Tabanlioglu [4], Riazi. [5], Wijirahayu [6] and others. Two sets of the questionnaire, than were employed to the 71 respondents after having moved out some invalid and unreliable items. By the help SPSS version 22.0, the data then was interpreted based on its mean score as the quality or level of the students' options. Meanwhile, speaking performance data was collected by a test instead of a questionnaire. The respondents were individually asked to retell a sequential story available in power point presentation. Such speaking test was evaluated and gathered with accumulative scoring by three raters using TOEFL speaking rubrics due to the broad coverage of speaking performance features. Jamieson [7] claimed that such speaking rubric is used to infer students' ability to produce spoken the language in real life situations.

| Quality                | Respondents’ Options   | Mean Score Range |
|------------------------|------------------------|------------------|
| High/positive          | Strongly Agree         | 4.5 to 5.0       |
|                        | Agree                  | 3.5 to 4.4       |
| Moderate/Neutral       | Neutral                | 2.5 to 3.4       |
| Low/ Negative          | Disagree               | 1.5 to 2.4       |
|                        | Strongly Disagree      | 1.0 to 1.4       |

The t-test at multiple regressions analysis resulted from the finding that the positive effect of students' attitudes partially on students' speaking performance was significant.

3. Result
The t-test revealed that the positive effect of affective strategy partially on students' speaking performance was not significant since its sig. 0.140 is greater than 0.05. In other words, it can be concluded that attitudes determine speaking performance. The contribution effect of affective strategy did not demonstrate its significance unless accompanied by good attitudes. Based on the findings, a model of affective strategies application was developed. Students' progress and response related to speaking performance were reported in a form of both qualitative and quantitative findings. The influence of multimedia in building students attitudes and developing the affective language learning strategies was explored and reported in the further study.

This survey result in the students of Akademi Telkom Jakarta was quite a success as the students were able to manage themselves relax although only a small number of students practiced controlling their heartbeat while speaking. This result confirmed the similar success of a study conducted by Yunus and Singh [8] in which majority of the respondents claimed that they were strong users of affective strategy to lower their anxiety by relaxing when they had to speak English. They also stated that such strategies improved their confidence level and speaking performance.

3.1. Affective Strategy Analysis
The Affective strategies involved some variables and those are anxiety reduction, self-encouragement, and monitoring emotion. Each of the data from those categories was analyzed specifically in the explanation below.

3.1.1 Anxiety Reduction
There are three sub-affective strategies related to anxiety reduction namely using progressive relaxation, the use of music, and laughter or humor that are reviewed below based on the data analysis.

*Using Progressive Relaxation*. The survey showed that 52.1% claimed that they often visualized something to calm them down, while the rests considered as moderate users of such strategy. Meanwhile for the deep breathing sub-strategies, only 28.2% of the students who agreed to frequently
use of controlling heartbeat when speaking English, while the majority was considered as moderate users.

Music. The survey result showed that 50.7% frequently listen to music to make them better at controlling emotions while 39.4% sometimes use this strategy. However, incorporating music into English activities really helped them reduce their anxiety level as the survey showed that 55% had high frequent use to do so.

Laughter. The use of humor or laughter seemed to be the highest frequency used to reduce anxiety as 87.4% agreed with such statement that it could release tension. The use of humor or laughter benefits from releasing anxiety and bring pleasure to the classroom.

3.1.2. Self Encouragement

Three sub-variables of self-encouragement are; making positive statement, taking risks wisely, and administering self-rewards highlighted as follows;

Making the positive statement.
The survey result revealed that the students were responsible enough to their own learning, and they believed in studying English for better future as majority claimed to do best on learning. Moreover, 59.1% encouraged themselves to speak in spite of making mistake.

Taking risks wisely.

Although majority realized that taking part in speaking activities allowed them to have the new learning experience, only 15.5% carried it out, causing the lowest mean score of 2.72. Such phenomenon is likely to occur as it was claimed that it is not easy to be wise risk-taker students since it needs the supportive use of other affective strategies, such as making positive statement or self-reward. Then, it was revealed that "there is a connection between risk-taking ability and self-rewarding sub-strategies." In this case, the low use of self-rewarding is commonly accompanied by the low use of risk-taking substrategy, and vice versa.

Administering self-reward.

It is defined as students appreciation of their own learning or achievement. The majority seemed to think that they appreciated their own performance. However, most of them did not give themselves a reward for doing well in performing language activities. It should be an important finding that the students should appreciate or giving self-reward as their good performance since it is useful to release learning tension and cultivate self-confidence. Similarly, the survey of the study result conducted only 30% respondents agreed to the statement of "I give myself a reward when I do well in English", represented the lowest mean score. In addition, the identical study result and stated that the low score of such statement was due to the practice of self-rewarding has not become a habit among students yet that same goes with the habit of writing the diary.

There have been a few studies conducted affective strategy use as a single variable related to the students speaking performance; therefore, this present research is expected to be a contribution in a field of education. The statistical calculation revealed that there is the positive effect of affective strategy on students’ speaking performance. The survey conducted towards the students of Akademi Telkom Jakarta related to the affective strategy use discussed above revealed that the students are classified as high use of affective strategy. Similarly, the study conducted by Yunus and Singh, in which the findings indicated that there was a significantly positive relationship between affective strategy and the students' speaking performance. The students were found to be well used of the affective strategy as to lower their anxiety and control emotions. Of the different angle, Galti et al. [9] shared the same idea that there is a strong relationship between the use of affective strategy and
speaking anxiety level. He emphasized that the students experiencing anxiety while performing speaking was mostly caused by the low use of affective strategy.

3.1.3. Monitoring Emotion Sub-variables

Listen to the body.
It seems that English is one of the compulsory subjects the students had to take in each semester, also the demand of English activity emphasizing speaking activities, the majority was found to force themselves too hard on their learning, even if they realized that their physical sign of stress might affect to their performance. As a result, the majority had more potential to have physical tension or stress since they less use of such strategy that might affect their body and mind. In fact, only 18.3% who often noticed if they were tense or nervous when they had to speak English. As Yunus and Singh said that this could be a good sign because the students were ready for oral presentations. Such strategy would help them control their nervousness. Yu argued that most students often ignore what the body says but physical state influences speaking performance as negative feelings tighten the muscles that affect all organs of the body. On the contrary, positive feelings can give a calming effect that enables to control emotions.

Writing diary.
In overall observation, the students seemed to find it is useful to write them down their mind in a language diary. They also realized that writing a diary could relieve tension, and minimize English mistake. In fact, it was contradictive as only 12.7% found it helpful to communicate feeling through their diary writing.

Discussing feeling.
It was the most successful strategy as it had the highest mean score of overall monitoring emotion sub-strategies. Such sub-strategy highlighted that the students like to share their worries both with their teachers and their peers. In fact, students preferred being straightforward discussing their feeling in a form of spoken to written. They also claimed that they felt more relieved to share their feelings, and a majority took some good advice about themselves while sharing their feelings.

Compared to discussing feeling orally, writing a language diary sub-strategy is less popular among the students; therefore, the teachers should familiarize the use of writing diary strategy that enables the students to manage their emotional aspects as well as practice the target language in a form of written work. With the high-frequent use of Affective strategy, the students agreed to deal with their emotional reaction towards learning that indicates to a greater opportunity to use language in forms of spoken. On the other hand, Oxford in Shukri [3] stated that the low frequent use of Affective strategy generally led the students to experience the high-level language anxiety.

3.2. Students’ Attitudes Analysis
The survey findings discovered the students’ attitudes as the responses of 33 valid questionnaire items within three aspects – behavioral, cognitive, and emotional. The survey result revealed that they had positive attitudes as the mean score range between 3.5 and 4.4, by referring to the mean score classification at table 1. In fact, emotional aspects contributed the highest mean score of 3.66, followed by cognitive 3.62, and behavioral of 3.57 as reported below.

3.2.1. Behavioral Aspects of Attitudes
Three sub-variables were investigated related to behavioral aspects were self-confidence, learning environment, and learning experiences. They are self-confidence, learning environment, and learning experience.

**Self-confidence**
The survey revealed that 70.5% did not feel embarrassed to speak English in front of the classroom. Also, almost half of the students were relaxed whenever they had to speak in front of the class. Then, such items represented that the students were confident enough to perform their English speaking.

**Learning Environment**
Although half of the students tended to be neutral, more than 40% agreed to the statement that their peers’ English skills motivated them to be better, and 45.1% agreed that they would like to have many English-speaking friends. The students’ success of learning is inseparable to their surroundings.

**Learning Experiences**
The percentage of 42.2% revealed that the students paid attention to the lesson while the rests mostly were neutral. Also, 51.8% of the students asked the homework or lesson taught while missing the class. Due to the importance of learning experiences as a basic thing that forms the attitude, the process of teaching and learning should give good impressions. For a non-English major classroom practice, the variety of prior knowledge and experiences may have a great influence on motivation [10]. Therefore, the classroom activities should be designed to minimize the students' negative experiences in learning.

3.2.2. Cognitive Aspects of Attitudes

**Beliefs and Thought.**
Half of the students believed that they had more knowledge and more understanding when studying English. The items revealed the majority believed that English is important for their lives, and found to have clear objectives of learning English. In fact, beliefs about language learning and language learning strategies influence not only learners but also lecturers in the EFL classroom practices Wijirahayu [11].

**Skills, knowledge or abilities.**
The survey disclosed that the students were in doubtful that they could summarize the important points in English lessons since 47.9% chose neutral, although the rests agreed to it. As a matter of fact, 49.3% of the students found it was not hard to apply English lessons in their real lives.

3.2.3. Emotional Aspects of Attitudes

Two sub-variables elicited were feeling-involved learning and learning preferences. Related to feeling-involved learning, the majority showed that they were enjoyable at studying English. Interestingly, 61.9% stated that they were looking forward to English speaking activities. Related to language learning preferences, the survey revealed that 62.2% of studying English better than other foreign languages.

This current survey finding is in line with Eshghinejad’s work, which accidentally showed the same results that emotional aspects had the highest rank of mean score followed by cognitive, and behavioral aspects. In his study, Eshghinejad [12] emphasized that positive attitudes are essential factors influencing language performances. The researcher then argued that such condition should be at the advantages as the students who engage in learning activities emotionally would grow the other attitude aspects. Sharing similar study result that the respondents have positive attitudes in overall aspects, it was confirmed that the key to obtaining target language can be achieved if the teachers successfully define the importance of each activity and motivate the students to have learning
responsibilities. Furthermore, the other item showed that most of the students felt embarrassed to speak that represented low mean score and negative behavioral aspect towards speaking.

In some other ways, the results of current research conducted to the students of Akademi Telkom Jakarta contrasted to some studies conducted by other previous researchers. For example, the study of Libyan Secondary School Students conducted by Abidin et al [13]. showed negative attitudes in overall aspects with the mean score of 2.61. The mean score of behavioral aspects was 2.57, the cognitive was 2.67, and the emotional mean score was 2.60. It is argued that the behavioral aspects showed the lowest mean score since the participants did not feel relaxed when they had to speak English. In the aspects of emotional, the participants preferred using their mother tongue to the English language. The students had negative attitudes towards their learning experiences. Still, in the same negative dimension of attitudes, the study conducted by Paker and Devrim [14] entitled "Attitudes and Perceptions of the Students and Instructors towards Testing Speaking communicatively" showed negative result towards their speaking performance that was mostly caused by the lack of preparation and speaking test experiences.

3.3. Speaking Performance Test Result

To highlight, topic development showed the lowest sum and mean score of overall aspects, revealing that some students seemed to find difficulty in providing relevant information by developing key ideas. Accumulation score revealed that 37 of 71 students demonstrated their communication satisfactorily in overall; however, the rests were categorized at level three, indicating that their communication is limited. The general descriptions of speaking rubrics notice that the group of students at level three was actually connected to the task, but some information was missing that obscure the meaning.

| Score Range | Delivery | Language Use | Topic Dev | Accum. Score | Meaning of Score |
|-------------|----------|--------------|-----------|--------------|------------------|
| 4.50 – 5   | 4        | 5            | 7.0       | 2            | 2.8              | 4.2              | 5.2              |
| 3.5 – 4.4  | 38       | 53.5         | 37        | 52.1         | 37               | 52.1             | 37               | 52.6             |
| 2.5 – 3.4  | 25       | 35.2         | 28        | 39.4         | 30               | 42.2             | 28               | 39.0             |
| 1.5 – 2.4  | 3        | 4.2          | 2         | 2.8          | 2                | 2.8              | 2                | 3.3              |
| 0 – 1.4    | 0        | 0            | 0         | 0            | 0                | 0                | 0                | 0                |
| Total      | 71       | 100          | 71        | 100          | 71               | 100              | 71               | 100              |

*Delivery.* It indicates the ability to give the clear speech, pronunciation, and the responses that easy to understand. 5 of 71 achieved the highest score and fulfilled the features of delivery effectively. Next, 38 students were placed at level four, meaning that their use of stress and intonation did not cause problems for the audience or listeners in spite of occasional error pronunciation and hesitancy. Other 25 students at level 3 as they had limited communication with frequent pauses; however, it was still understandable by sympathetic listeners, while the other 3 students had weak communication as they struggled to pronounce that caused difficulty for the listeners.

*Language Use.* Its components required an ability to demonstrate the control of both grammatical and vocabulary. 4 of 71 deserved to get the highest score at level 5, indicating that they were able to communicate effectively with good range use of grammar and vocabulary. Next, 37 students demonstrated communication satisfactorily with sufficient grammar and vocabulary, also some minor errors that caused difficulty to listeners. Other 28 students were at level three, revealed that they had
limited communication in a term of grammar and vocabulary, while the other two students at level two, indicating that they had an inaccuracy of word choices, and only used basic structures with errors that unfortunately categorized them as weak communication.

**Topic Development.** The components were taken into account of the students presented the ideas coherently, the relationship between ideas was clear and easy to follow. Referring to the table above, 2 of 71 achieved the highest score at level five as they demonstrated their understanding the relationship of key ideas with clear progression and elaboration. Next, there were 37 students at level four as they were able to provide supporting reasons although with minor errors. Other 30 students deserved to get level three as their speaking performance were almost the same features of level four; yet, supporting information was limited with incomplete reasoning. Finally, the other two students were at level two as some key ideas were limited and too much repetition. In addition, some ideas were omitted and lack of coherence, identifying weak communication.

4. **Discussion**

4.1. **Positive Effect of Affective Strategy on Students’ Speaking Performance**

With correlation value of 75.2%, the relationship between the variables of affective strategy and students’ speaking performance is strong that goes to the same positive direction. As the F-test result is significant, the equation model allowed to estimate. This research finding corroborated Oxford in Hurd [15] who stated that affective is one of the biggest effects on success or failure by pointing out that affective and cognitive are interdependent aspects of human brain functioning. Thus, it is clear that affective strategy use becomes one of the factors influencing the students’ speaking performance as this research figured out that affective strategy variable can explain as much as 56.50% towards speaking performance. Supported by the significance of t-test result, the hypothetical statements revealed that there is some positive effect of affective strategy on students’ speaking performance. Thus, it confirms the study conducted by Xu [16] which figured out that there was a significant positive correlation between affective strategies and IELTS speaking performance test.

From a different angle, Galti [8] shared their study that there was a positive correlation between the students' speaking anxiety level and Affective strategy use during the speaking task. As a result, their study emphasized that the students' anxiety was caused by the lack use of Affective strategy. Such argument implies that the students could have performed better if they had relied upon the use of Affective strategy. In contrast to the study conducted by Galti, the students of Akademi Telkom Jakarta were reported as high users of reducing anxiety strategy. The majority of the students used the technique of visualizing something positive to calm them down. In addition, they relied upon practicing humor and incorporating music while learning. The study conducted by Yunus and Singh showed similar satisfying results that the students were strong users of lowering anxiety strategies. Within her great work of Affective strategy, Xu [16] highlighted in her study of Chinese context, the students used more self-encouragement over other affective strategy sub-strategies.

In fact, this study revealed that the students were feeling-oriented rather than motivational-oriented learners as the survey findings showed that the students relied upon the monitoring emotions rather than self-encouragement sub-strategies. This might be caused by the features of speaking performance activity allow them to share their feelings, either with the teacher or their peers as their preferences technique to release their tension. Indeed, sharing the feelings or showing care of each other are also needed for language learning community as learning environment might determine to learn success or failure. The effect of collaboration and task preference may influence the employment of the strategies and motivation (Wijirahayu [2]). To conclude, it has been proved by many empirical studies stating that there is some effect of affective strategy on students' speaking performance. The correlation value that goes in the same positive direction suggests that by increasing the use of Affective strategy will potentially increase the students' speaking performance score. In addition, the effect of affective strategy on students' speaking performance as the finding of this research is undoubtedly significant.
4.2. Positive Effect of Students’ Attitudes on Students’ Speaking Performance

The correlation value of 77.9% revealed that the relationship between the variables of students’ attitudes and students’ speaking performance is strong and goes in the same positive direction. Therefore, the equation model of regression \( Y = -15.583 + 0.401X1 \) indicated that the increased value of the students’ attitudes will be followed by the increased value of the students’ speaking performance. Since speaking performance is a product of the students’ attitudes, this finding confirmed that attitude is considered as an essential factor influencing language performance. In line with this finding, the students’ attitudes of Akademi Telkom Jakarta contributed the effect as much as 60.7% on their speaking performance. Supported by the significance of t-statistic test result, the positive effect of students’ attitudes on students’ speaking performance is significant. This current research is identical to the study conducted by Bagheri & Andi, which revealed that there was a significant positive correlation between medical students’ attitudes towards their English proficiency. They argued that attitudes played a key role in language learning since attitudes determined the learners’ behaviors during the learning process. They also revealed that attitude is one of the influencing factors since the students who have a positive attitude are more willing to take part in English speaking activities, while the negative ones are not. In accordance with similar studies and arguments above, it can be concluded that an increase of the positive attitude value of the students will increase the value of their speaking performance score as it is also supported by the significance of equation model. Therefore, it makes sense to say that the positive attitude students have greater achievement in speaking performance as they are willing to practice and use the language as consistent as the features of positive attitude aspects. As a whole, supported by some theories and empirical research, it is clear that there is some positive effect of students’ attitudes on their speaking performance.

4.3. The Partial Effect of Students’ Attitudes and Affective Strategy on Students’ Speaking Performance

The independent t-test result, previously revealed that the partial effect of the students’ attitudes on students’ speaking performance is significant. It means that the students’ attitudes still play great a contribution effect on the students’ speaking performance, although the affective strategy is at rest. Thus, well-equipped attitude students will employ any other effective learning strategies they believe to conduct as the responsibility learning. To conclude, cultivating good learning attitudes is the most effective teaching and learning ways as the students who have good positive attitudes will find their own best way to enhance their progress that leads to autonomous learning.

The t-test result showed that the variance of Affective strategy significance value was 0.140 or greater than \( \alpha = 0.05 \), stating that the partial effect of affective strategy on students’ speaking performance is not significant. Such inferential statistical finding implied that, while the attitude is at rest, the effect of affective strategy on students’ speaking performance is unacceptable. Thus, it makes sense to say that unless underlying positive attitudes of the students, any learning strategies seem to be less effective. It can be an alternating speaking that the success of affective strategy as explanatory variables did not meet the expectation, while distracted by the variables of students’ attitudes in multiple regression analysis. Thus, Dornyei [17] argued that the significant result of a research is not a matter as long as the results show meaningfulness. Furthermore, Sugiyono [18] suggested that identifying some possible factors that caused the variable changing is better than moving the insignificant variable out of the research.

The success of affective strategy use does not always depend on the students’ roles; with some benefits lies, teachers should introduce the importance of using affective strategies, such as; progressive relaxation and deep breathing exercises, monitoring emotion, and making positive self-talk. According to MacIntyre and Noels in Barra [19], the affective strategy should be introduced as students benefit from the instruction if they understand the strategy itself. The teachers should help students identify their existing strategies and introduce them new or never-use strategies before. The survey findings revealed that the students seemed to have problems with risk-taking sub strategies use. The ability of risk-taking in language learning is identified as good language learners since it is a part
of the learning process as Burgucu et al. [20] argued that risk-taking ability is defined as being enthusiastic to get new information regardless of embarrassment. In this case, Wijirahayu [21] reported that teachers' beliefs in language learning strategy play important role in introducing suitable strategies to the students.

Therefore, teachers should create such a friendly learning atmosphere that students feel no worries for making mistakes to train the students' risk-taking ability. Minghe and Yuan [22] added that errors should also be allowed in the whole process of speaking performance to help the students relieve their anxiety. The teachers should also remind the students the importance of taking part in speaking classroom, and involve them in speaking activities that increase their learning ability to their performance. A study by Wijirahayu [23] revealed that teachers' beliefs in integrating language learning strategies (LLSs) in their instructional plan will influence the way the strategies introduced classroom practices.

4.4. Positive Shared Effect of Students’ Attitudes and Affective Strategy on Students’ Speaking Performance

The contribution effect of students' attitudes and affective strategy variables on students' speaking performance is 61.90%, while the other 38.10% influenced by other variables out of this research. This shared effect contribution is greater than that of standing alone as a single explanatory variable. With a correlation value of 78.70%, the relationship is strong that goes to the same positive direction, meaning that the increase of either students' attitudes or affective strategy will be followed by the increase of the speaking performance score. Since the F-test revealed that the relationship is significant, the equation model also allows estimating.

In connection with this significant result, Sadighi and Zarafshan [24] stated that the students who have positive attitudes will use affective strategy more frequently than those who have negative ones. Such argument emphasized that the higher positive students' attitude value, the more frequent affective strategies they use, resulting in the higher score of their speaking performance. Some extents to illustrate the significant the relationship, one hand, as Baker in Bagheri and Andi [1] shared the same ideas that the students who have good learning attitudes will use any possible strategies, such as; risk-taking, answering questions or volunteering information – as the features of affective strategies – to cope with their own learning. The employment of more variety of language learning strategies Wijirahayu [25], including Affective strategies influences the nature of language learning. Nevertheless, since the attitude is not a permanent state, the use of Affective strategy functions to assist students' mental and behavioral state balance to overcome the features of attitudinal problems such as anxiety, not-willing to speak, low motivation, and self-confidence that block their performance. In addition, McGoarty in Bagheri and Andi stated that unless accompanied by effective strategies that allow the students to take advantage of instructional chances obviously presented to them, even positive attitudes might be insufficient to lead language success. Thus, the presence of affective strategy as the other explanatory variable is in line to support students' attitudes to optimize students' speaking performance. Due to some reasons mentioned above, then the combination of attitudes and affective strategy resulted greater contribution effect on the students' speaking performance. As a whole, some positive shared effect of students' attitudes and affective strategy on students' speaking performance simultaneously is significant.

5. Conclusion

This research provides two main areas of discussions as they are intermingled to support each other. Inferential statistics aims at answering the research questions, while the survey finding discovers important information related to the variables of the research, the characteristics of the sample, and the tendency that emplies to. Besides, both of two main areas of discussions are compared, contrasted, and confirmed to the previous studies conducted by other researchers for the sake of significances. As the affective strategy functions to cope with the emotional state such as anxiety reduction and self-encouragement, it could have played greater effects on speaking performance if accompanied by
orientation. However, what determines high or low of affective strategies use depends upon teaching and learning in a certain classroom, the people who deal with it, and individual differences. This might be special characteristics of Affective strategy that is different from other LLSs which can grow more naturally.

Thus, the study conducted in Akademi Telkom Jakarta noticed that the insignificances of the research might be caused by the inconsistency of the students’ responses due to their unfamiliarity and lack of exposure to certain strategies. Although the survey revealed that the students were high-frequent users of Affective strategy in overall as some features appeared naturally, to move out the students’ inconsistency should be done by conducting an orientation or training. A model of Affective strategy combined with suitable multimedia related to the content language integrated learning (CLIL) to reduce the anxiety in increasing autonomous learning could be built to have better development in EFL and part of the development have been shown in this study.

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