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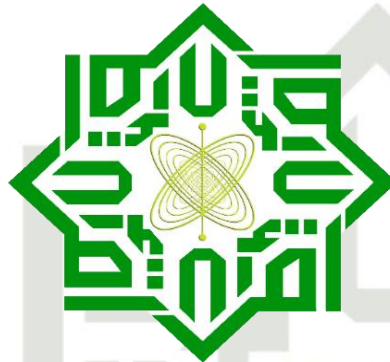
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**RISK-TAKING IN EFL SPEAKING CLASS: A CASE STUDY  
OF THE FOURTH SEMESTER STUDENTS AT ENGLISH  
EDUCATION DEPARTMENT OF UIN SUSKA RIAU**



UIN SUSKA RIAU

By

**RIZKI WULANDARI**

**SIN. 11513200164**

**Thesis**

Submitted as partial fulfillment of the Requirements  
for Bachelor Degree of English Education  
(S. Pd)

**DEPARTMENT OF ENGLISH EDUCATION  
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STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU  
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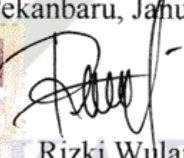
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Certify that this skripsi entitled **“Risk-Taking in EFL Speaking Class: A Case Study of the Fourth Semester Students at English Education Department of UIN Suska Riau”** is certainly my own work and it does not consist of other, people work. I am entirely responsible for the content of this *skripsi*. Others’ opinion finding include in this *skripsi* are quoted in accordance with ethical standards.

Pekanbaru, Januari 2023



  
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## SUPERVISOR APPROVAL

The thesis entitled *Investigation of Risk-Taking in Speaking Classroom among University Students: A Case Study at Fourth Semester Students' English Education Department of UIN Suska Riau* was written by Rizki Wulandari, SIN. 11513200164. It had been accepted and approved to be examined on the final examination of an undergraduate degree at Faculty of Education and Teacher Training of State Islamic University of Sultan Syarif Kasim Riau.

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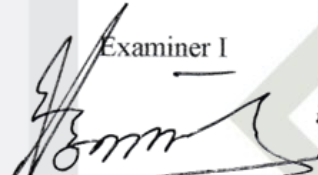
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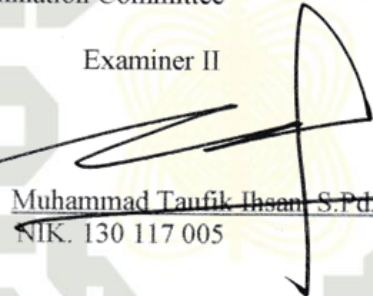
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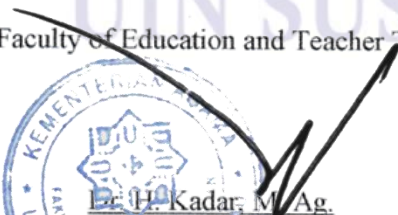
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Pekanbaru, December 16<sup>th</sup> 2022.

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## ABSTRACT

**Rizki Wulandari, (2023): Risk-Taking in EFL Speaking Class: A Case Study of The Fourth Semester Students at English Education Department of UIN Suska Riau.**

The purpose of this study was to describe what are students risk-taking in EFL speaking class at English Education Department of UIN Suska Riau and to explore affecting factors students risk-taking in EFL speaking class at English Education Department of UIN Suska Riau. The participants of this research were 166 students consisting of 131 female students and 35 male students of fourth semester students English Education Department.

The researchers distributed the questionnaire to the students in one class and interviewed 3 students to ask the detail information about students' risk-taking. The researcher used a qualitative case study design to investigate the students' risk-taking in speaking classroom among university students in the fourth semester students' English Education Department UIN Suska Riau. The researcher investigated the fourth semester of English Education Department UIN Suska Riau using a questionnaire consisting of 23 statements. The questionnaire was adopted from Luft (2007) consisting of several items. Each item followed by a five-point Likert response scale (ibid). To analyze the data obtained from questionnaire, the researcher used descriptive statistic to describe the result. After getting the result of questionnaire analysis, the researcher interviewed the students based on the result of the questionnaire. After conducted the interview, the researcher analyzing the data, the researcher used the Microsoft Excel

. The results of this research showed that the students (100%) had low/negative perception towards risk-taking in EFL speaking class. In conclusion the students of English Education Department at fourth semester had low/negative perception towards risk taking in speaking classroom and also there are some facilitating and debilitating factors found.





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## ABSTRAK

**Rizki Wulandari (2023): Pengambilan Risiko dalam Kelas Speaking EFL: Studi Kasus pada Mahasiswa Semester Empat di Jurusan Pendidikan Bahasa Inggris UIN Suska Riau.**

Tujuan dari penelitian ini adalah untuk mendeskripsikan pengambilan risiko dalam kelas speaking EFL pada mahasiswa di Jurusan Pendidikan Bahasa Inggris UIN Suska Riau dan untuk mengeksplorasi faktor-faktor yang mempengaruhi pengambilan risiko dalam kelas speaking EFL pada mahasiswa di Jurusan Pendidikan Bahasa Inggris UIN Suska Riau. Partisipan penelitian ini adalah 166 mahasiswa yang terdiri dari 131 mahasiswa perempuan dan 35 mahasiswa laki-laki semester empat Jurusan Pendidikan Bahasa Inggris.

Peneliti membagikan kuesioner/angket kepada siswa dalam satu kelas dan mewawancarai 3 siswa untuk menanyakan informasi secara detail tentang pengambilan risiko siswa. Peneliti menggunakan desain studi kasus kualitatif untuk menyelidiki pengambilan risiko siswa dalam kelas speaking EFL pada mahasiswa semester 4 di Jurusan Pendidikan Bahasa Inggris UIN Suska Riau. Peneliti menyelidiki semester keempat Jurusan Pendidikan Bahasa Inggris UIN Suska Riau menggunakan kuesioner yang terdiri dari 23 pernyataan. Kuesioner diadopsi dari Luft (2007) yang terdiri dari beberapa item. Setiap item diikuti oleh skala respons Likert lima poin (ibid). Untuk menganalisis data yang diperoleh dari kuesioner, peneliti menggunakan statistik deskriptif untuk mendeskripsikan hasilnya. Setelah mendapatkan hasil analisis angket, peneliti akan mewawancarai siswa berdasarkan hasil angket. Setelah melakukan wawancara, peneliti akan menganalisis hasil wawancara tersebut dengan menggunakan Microsoft Excel.

Hasil penelitian ini menunjukkan bahwa siswa (100%) memiliki persepsi rendah/negatif terhadap pengambilan risiko di kelas speaking EFL. Kesimpulannya, mahasiswa Jurusan Pendidikan Bahasa Inggris pada semester empat memiliki persepsi yang rendah/negatif terhadap pengambilan risiko dalam kelas Speaking EFL dan juga ditemukan beberapa faktor yang mempengaruhi pengambilan risiko dalam kelas speaking EFL yaitu factor pendukung dan penghambat.

UIN SUSKA RIAU

## ملخص

رزقي وولنداري (٢٠٢٣): تحمل المخاطر في فصل تحدث اللغة الإنجليزية كلغة أجنبية: دراسة نحو طلاب الفصل الدراسي الرابع بقسم تعليم اللغة الإنجليزية بجامعة السلطان الشريف قاسم الإسلامية الحكومية رياو

الهدف من هذا البحث هو وصف تحمل المخاطر في فصل تحدث اللغة الإنجليزية كلغة أجنبية لدى الطلاب بقسم تعليم اللغة الإنجليزية بجامعة السلطان الشريف قاسم الإسلامية الحكومية رياو. واستكشاف العوامل التي تؤثر على تحمل المخاطر في فصل تحدث اللغة الإنجليزية كلغة أجنبية لدى الطلاب بقسم تعليم اللغة الإنجليزية بجامعة السلطان الشريف قاسم الإسلامية الحكومية رياو وعدد مخبري البحث ١٦٦ طالبا أي ١٣١ طالبة و ٣٥ طالبا للفصل الدراسي الرابع بقسم تعليم اللغة الإنجليزية. وقامت الباحثة بتوزيع الاستبيان للطلاب في فصل، وقامت بالمقابلة مع ٣ طلاب لطلب معلومات مفصلة حول المخاطرة للطلاب. واستخدمت الباحثة تصميم دراسة الحالة الكيفية للبحث في تحمل المخاطر في فصل تحدث اللغة الإنجليزية كلغة أجنبية لدى الطلاب بقسم تعليم اللغة الإنجليزية بجامعة السلطان الشريف قاسم الإسلامية الحكومية رياو. وقامت الباحثة بالبحث من خلال استخدام الاستبيان الذي يتكون من ٢٣ بيانا. تم اعتماد الاستبيان من لوفت (٢٠٠٧) والذي يتكون من عدة بنود. يتبع كل عنصر مقياس استجابة ليكرت من خمس نقاط (المرجع نفسه). لتحليل البيانات التي تم الحصول عليها من الاستبيان، استخدمت الباحثة الإحصاء الوصفي لوصف النتائج. وتم الحصول على نتيجة تحليل الاستبيان، قامت الباحثة بالمقابلة وفقا لنتيجة الاستبيان. وبعد تمام المقابلة، قامت الباحثة بتحليل النتائج باستخدام مايكروسوفت إكسل. ونتيجة البحث دلت على أن الطلاب (١٠٠٪) لهم إدراك ضعيف/سلي نحو تحمل المخاطر في فصل تحدث اللغة الإنجليزية كلغة أجنبية. أي أن لديهم إدراك ضعيف/سلي نحو تحمل المخاطر في فصل تحدث اللغة الإنجليزية كلغة أجنبية، وتم الحصول أيضا على أن هناك عدة عوامل تؤثر على تحمل المخاطر في فصل تحدث اللغة الإنجليزية كلغة أجنبية وهي عوامل داعمة وعوامل مانعة.

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UIN SUSKA RIAU



## CHAPTER I INTRODUCTION

### A. Background of the Problem

Speaking is one of the most important skills to be developed and enhanced as means of effective communication. Speaking is not easy in learning English. Many students have difficulties in speaking because there are some factors that very influential inside the language learner whether internal or external (Wirida, 2012). According to Brown (2001, p. 270) there are some features that make speaking a difficult language skill. Such as the students' lack of vocabulary, their anxiety to speak and judgment of English as a difficult subject make speaking as the difficult language skill. Besides, other factors that influence in speaking English is personality factors (Shahila & Meenakshi, 2012, p. 34).

Generally, personality factor is a kind of features that characterize an individual and it is different from one personality to another. There are factors can significantly affect language learning success (Dewaele, 2013; Gregersen & MacIntyre, 2014). In this regard, Brown (1994) ) says that personality factors divided into six types, and one of which is risk taking. It is related to success in language learning, whereas good language learners are supposed to be risk takers. As the risk taker, they are willing to guess, willing to appear foolish, to be risk takers and willing to try out new structures about which they are unsure (Wen & Clement, 2003).

In addition, risk-taking is constructed by self confidence and language ego so that risk-taking is very useful and makes students successful in speaking (Brown,

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2011). Risk-taking is not only the ability students to develop in class which enables them to play an active role in English language learning and it is related to an increase in the speaking skill (Young et al., 1999). In this regard, if students are doing risk-taking so their speaking will be more improved and their speaking will be more increased. It can be concluded that risk-taking is an important in learning speaking. However, it's found that only limited research are focused on exploring risk-taking speaking, particularly in Indonesian context.

Most previous research, there are the example on risk-taking focused a optimization application of risk courage to speak in effort to increase the ability to speak English (e.g. Dewi, 2011; Shatz, 2015), risk-taking in foreign language acquisition and learning (e.g. Rubin, 1975; Naiman, Frolich, Stern & Todesco, 1978; Kusumaningputri, 2012; Luthfiyyah, 2014; Osman, 2010), correlation of risk-taking and the oral production (e.g. Wang & Lin, 2015; Zafar, Shahila & Meenakshi, 2012; Samaranayake, 2015; Tavakoli & Ghoorchaie, 2009; Majidifarda, Shomoossib & Ghourchaieic, 2014), risk-taking strategies on male and female learners (e.g. Karimi & Biria, 2017), the role of risk-taking in speaking (e.g. Cervantes, 2013), risk-taking behavior in speaking skills (e.g. Zafarz & Takkac, 2014; Zuniga, 2013; Maharaj, Nunes, & Renwick, 2009; Johnson, Wilke, & Weber, 2004), risk-taking performance (e.g. Ghotnian, Tojari & Ganjoyi, 2013; Radcliffe, Huesman, & Kellog, 2009), the effect of risk-taking on learning (e.g. Meriem, 2015 ). Moreover, other studies concern on managerial perspectives on risk and risk-taking (e.g. March & Shapira, 1987; Coles, Daniel, & Naveen, 2004), self- efficacy of risk-taking in essay writing (e.g. Taniguchi,

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Beaton, Duerden, Widmer, & Ricks, 2017; Farahani & Hivechi, 2013), comparison of risk-taking propensity measures (e.g. Szrek, Chao, Ramlagan, & Peizer, 2012) and among the governance, risk-taking and performance of Islamic (e.g. Mollah, Hassan, Al-farooque, & Mobarek, 2013)

From the previous studies, it can be seen that most of research particularly in Indonesia have focused on application of risk courage to speak (e.g. Dewi, 2011), risk-taking in foreign language and learning (Kusumaningrat, 2012) risk-taking speaking ability: debate (e.g. Luthfiyyah, 2014). Meanwhile, studies which focused on exploring students' risk-taking in speaking just a few in number. In Indonesia, there is only one study that has been investigated students' risk-taking in speaking classroom (e.g. Dewi, 2015).

In relation with idea above, the higher students of risk-taking the better students learning result especially in speaking because by risk-taking students are able to know what their mistakes in order to improve their skills. Most of the studies in Indonesia were conducted at elementary and University level. In other country, most of researchers that have investigated about risk-taking did not really concern on students risk-taking in speaking. Most of previous researchers in other countries focused on performances risk-taking, strategies of risk-taking on male and female, the role of risk-taking and others. Most of studies in other country were conducted at university level and senior high school level. Based on the explanation above, it can be concluded that most of studies in other countries investigated about risk-taking in speaking classroom. However, in Indonesian

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context, it is clear that just a few studies investigated about students' risk-taking in Indonesia context, especially at university level.

The fact above is inline with the facts that the researcher found of English Education Department of UIN Suska Riau. In this Department, it was indicated that some of students were fear of risk-taking in classroom, thus the students were not active in speaking activity. As the consequences, when the teacher spoke in front of the class to give questions for students, some of students did not answer the teacher's questions, and the students just kept quiet in classroom. When students spoke in front of class, some of students did not want to speak in a longtime because they were fear and shy or unconfident. Some of students felt afraid to speak because they were fear of making mistakes. Therefore, lack of students' risk-taking could be a debilitating factor that prevents students from showing their speaking skills. As students, they should be take a risk to help their speaking skills but most of students afraid to risk-taking. Apart from that students risk-taking in the classroom can be used to improve their speaking skills because it is very good for students. In this regard, researcher was curious to know about the students' risk-taking and what factors made the students felt afraid of risk-taking in speaking classroom.

Based on the fact above, the research investigated the students' problem in risk-taking in speaking classroom in to a research entitled" **Risk-Taking in EFL Speaking Class: A Case Study of the Fourth Semester Students' at English Education Department of UIN Suska Riau**".

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### B. Problem

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#### 1. Identification of Problem

According to Ely (1986) states that classroom participation is influenced by discomfort, risk-taking, sociability, and motivation. In this regard, so many problems such as discomfort, risk-taking, sociability, and motivation but discomfort, socialbility and motivation prefer learning situation and feeling. Furthermore, risk-taking as an operational using how students talk or participation, rather than the amount of speaker talk in classroom (Ely, 1986). Based on explanation above, the researcher identifies the problems found in the field, they are: some of students were not risk-taking, some of students were not willing risk-taking, some of students were afraid risk-taking and some of students were not risk-taking on speaking classroom.

#### 2. Limitation of Problem

In this research, the researcher focuses on students' risk taking in speaking classroom. Risk-taking is one of factors that affects language classroom specifically students' classroom participation (Luft, 2007). Besides, the researcher also found that the problem that arises is related to risk taking in the speaking class, so the researcher focuses on risk taking.

#### 3. Formulation of Problem

Based on limitation of problem, the reseacher formulates the research problems as follows:



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- a. How are students risk-taking in speaking classroom at English Education Department of UIN Suska Riau?
- b. What are facilitating and deliberating factors of students' risk-taking in speaking classroom at English Education Department of UIN Suska Riau?

### C. Objective and Significant of the Research

#### 1. Objective of the Research

- a. To describe how are students risk-taking in speaking classroom at English Education Department of UIN Suska Riau.
- b. To explore facilitating and deliberating factors of students' risk-taking in speaking classroom at English Education Department of UIN Suska Riau?

#### 2. Significance of the Research

The significance of this research are:

##### a. Theoretical significance

These research findings are expected to be useful and valuable especially in risk-taking in speaking English. Besides, these research findings are also expected to be positive and valuable information, especially for those who are concerned in the world of teaching and learning English foreign language.

##### b. Practical significance

This research is able to benefit the reseacher as a novice researcher in learning how to conduct research. Furthermore, the research



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findings are also expected to be useful to the development theories on language teaching especially in psycholinguistic research in particular personality factors specifically in students' risk-taking in speaking English.

#### **D. Reason for Choosing the Title**

There are some reasons why the researcher is interested in carrying out this research. The reasons are as follows:

1. The title of the research is relevant with the researcher status as a student of English Education Department.
2. The title this research is not yet investigated by other previous researchers.
3. The location of the research facilities the researcher to conduct the research.

#### **E. Definition of Term**

There are many terms which are involved in this research. In order to avoid misunderstanding to the terms used in this research, the following terms are necessarily defined as follows:

1. Risk-taking

According to Richards, Platt, & Platt, (1992, p. 317) said that risk-taking is defined as “a psychological factor which concerns the degree to which a person is willing to undertake actions that involve a significant degree of risk”. Also, According to Beebe (1983, p. 42) said



that, risk taking is a situation where an individual has to make a decision involving choice between different alternatives and there is a possibility of failure. Risk-taking is also applicable to language learning (ibid). Whenever one decides to say something in foreign language, particularly in the early stage of language learning, the outcome is uncertain and there is a possibility of failure. Thus, trying to learn a foreign language is also a risk- taking endeavor.

## 2. Speaking

Risk-taking is not only the ability students to develop in class which enables them to play an active role in English language learning and it is related to an increase in the speaking skill (Young et al. 1999). Therefore, risk-taking in speaking in this study is very important and is very useful for students to develop their abilities especially in speaking and to master oral communication in learning English. As students we must be able to courage risk-taking because by risk-taking to help students to improve their speaking. In this research, we can find out students risk-taking and students who don't risk-taking. As we know that, risk-taking can improve students' speaking skills.

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## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Theoretical Framework

##### 1. Psychological/ Affective Factors in Developing Speaking Skills

Psychological factors as the leading root cause of students' antipathy to speaking. Students' speaking abilities are influenced by a variety of psychological factors (Sari, 2022). Some psychological factors are commonly hinder students from speaking in the classroom. As Illyin, Hanifah, and Yuniati (2021) said that it is caused by several factors, one of those factors is affective factors (motivation, anxiety, and self-confidence).

##### 2. The Definition of Risk-Taking

Risk taking is a situation where an individual has to make a decision involving choice between different alternatives and there is a possibility of failure (Beebe, 1983, p. 42). Its means, the situation is when the students speak in front of the class and as long as student speaks in front of the class suddenly student forgets the English one of word and student risk-taking with the wrong word. Although a student has the wrong word but student courage to risk-taking, by risk-taking students can be explore skills in learning a foreign language and it is very important for students to develop skills their personality in learning a foreign language.

It is related to the idea from Richards, Platt, & Platt (1992, p.317)in where risk-taking is defined as “a personality factor which concerns the degree to which a person is willing to undertake actions that involve a



significant degree of risk”. As students, should be able to be risk-taking despite being high. When students risk-taking and risk-taking students are laughed, shunned and rejected, but students risk-taking is very good and gets the value of teacher in accordance with risk-taking ( Brown, 1994).

Furthermore, Bem (1971) considers risk-taking as a behavior that someone is willing to make something new and different regardless of paying their attention to success or failure primarily. Meaning that, students to make something new to improve speaking skills such as students sing a song, by singing a song students are able to improve pronounce although the pronounce is less good but students remain confident.), risk-taking is the practice of engaging in a new venture with confidence (Sinclair, 1975).

Moreover, students risk taking when using foreign language and language learning (Ely, 1986). In other words, most of students risk-taking when speak foreign language and explore their ideas. According to Brown (2007) states that risk-taking is an important characteristic of successful second language learning. It means that if student risk-taking so students are able to increase their skills in second language and foreign language. In line with the idea above, risk-taking is said to be an important characteristic in successful second language learning, because learners must be willing “to try out hunches about the new language and take the risk of being wrong” (Richards, Platt and Platt1992, p.317). The more to take a risk, the better foreign language they are, so the need for high

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courage for students to be able to take a risk. Regarding to Skehan (1989) says that risk taking is seen as a good student's quality most of language teachers in classroom, and it is greatly assumed that it is associated with language learning success. Therefore, if a language learner interacts with the teacher, students can acquire a foreign language without difficulties.

In addition,) risk-taking is an impulse to make a decision without putting the primary focus on success or failure. Risk-taking is an opportunity students have to share their ideas and become active participants in class discussions without thinking about the results (Young, 1984). Therefore, students should be able to take advantage of the opportunity because students can explore their ideas.

### 3. Risk-taking in Speaking Classroom

Risk-taking is not only the ability of students to develop in class which enables them to play an active role in English language learning and it is related to an increase speaking skill (Young et al. 1999). Therefore, risk-taking speaking is very important for students because by risk-taking students are able to increase their speaking skills. When someone can speak a language it means that he can carry on a conversation reasonably competently (Brown, 2001, p.267). In addition, the benchmark of successful acquisition of language is almost always the demonstration of an ability to accomplish pragmatic goals through an interactive discourse with other language speakers. Risk taking is supposed to be a fundamental

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issue in foreign language learning especially with regard to speaking activities (Zarfsaz & Takkac, 2014).

Additionally, risk-taking is rarely observed in writing, reading and listening because risk-taking does not have a big impact like speaking or oral production in language learning (Liu & Jackson, 2008). As we know that risk-taking is mostly happening in speaking. Hence, risk-taking tends to be associated with unfavorable conditions that can inhibit oral communication or speaking in second language, it is also possible that risk takers sacrifice accuracy for the sake of speed in speech production (Dewaele & Furnham, 1999). Cervantes (2013) says that risk taking behavior is very important in the development of speaking skills in ESL classrooms. Students should be risk-taking to improve speaking skills in classroom.

Furthermore, the concept of risk-taking contains the psychological traits of language learners, which implies their behavioral trend. More specifically, in speaking students with risk-taking behaviors possess the following traits (Wang & Lin, 2015, p.114):

- a. Willing to receive challenging tasks when there is no certain success;
- b. Choosing tasks which involve intermediate and reasonable risk instead of excessive risk;
- c. Sharing and advocating ideas they believe in when those ideas are unpopular;

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- d. Willing to use a critical appraisal way to assess their work or thinking and correct thinking when successfully challenged.
- e. Willing to be incorrect and daring to take on risky tasks that might end up with failure.

Therefore, risk-taking refers to the willingness to undertake extremely challenging tasks, the braveness of making mistakes and the confidence of advocating unconventional or unpopular ideas, which contributes to English language learners' improvement of personal growth and accomplishments.

Regarding to communicatio, Richards and Renandya (2002. P, 204) says that effective oral communication requires the ability to use the language appropriately in social interactions that involves not only verbal communication but also paralinguistic elements of speech such as pitch, stress, and intonation. Moreover, nonlinguistic elements such as gestures, body language, and expressions are needed in conveying messages directly without any accompanying speech. successful oral communication involves:

- a. the ability to articulate phonological features of the language comprehensibly
- b. mastery of stress, rhythm, intonation patterns
- c. an acceptable degree of fluency
- d. transactional and interpersonal skills
- e. skills in taking short and long speaking turns

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- f. skills in the management of interaction
- g. skills in negotiating meaning
- h. conversational listening skills (successful conversations require good listeners as well as good speakers)
- i. skills in knowing about and negotiating purposes for conversations
- j. using appropriate conversational formulae and fillers

In line with the idea above, in teaching oral communication, micro skills are very important (Brown 2001, p. 271). One implication is the importance of focusing on both the forms of language and the functions of the language. He also mentions that the pieces of language should be given attention for more that make up to the whole. Furthermore he mentions micro skills of oral communication:

- a. Produce chunks of language of different lengths.
- b. Orally produces differences among the English phonemes and allophonic variants.
- c. Produce English patterns, words in stressed and unstressed positions rhythmic structure, and into national contours.
- d. Produce reduced forms if words and phrases.
- e. Use an adequate number of lexical units (words) in order to accomplish pragmatic purpose.
- f. Produce fluent speech at different rates of delivery.

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- g. Monitor your own oral production and use various strategic devices (pauses, fillers, self-corrections, backtracking- to enhance the clarity of the message.
- h. Use grammatical word classes (nouns, verbs, etc), system (e.g. tense, agreement, and pluralization), word order, patterns, rules, and elliptical forms.
- i. Produce speech in natural constituent in appropriate phrases, pause groups, breath groups, and sentences. Express a particular meaning in different grammatical forms.
- j. Use cohesive devices in spoken discourse.
- k. Accomplish appropriately communicative functions according to the situation, participants and goals.
- l. Use appropriate registers, implicative, pragmatic conventions, and other sociolinguistics features in face to face conversations.
- m. Convey links and connections between events and communicate such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.
- n. Use facial features, kinetics, body languages, and other non verbal cues among with verbal language to convey meanings.
- o. Develop and use a battery of speaking strategies such as emphasizing key words, rephrasing, providing a context for interpreting the meaning of words, appealing for help, and accurately assessing how well interlocutor is understanding you.

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From some definitions above, it can be concluded that speaking skill is always related to communication. Speaking skills itself can be stated as the skill to use the language accurately to express meanings in order to transfer or to get knowledge and information from other people in the whole life situation.

#### 4. Influence of Risk-taking in Speaking classroom

Beebe (1983, p. 40) says there are some of negative factors that make students fear of risk-taking both in the classroom and outside classroom. It's mean, in the classroom are include a bad grade in the course, a fail on the exam, the reproaches from the teacher, smirk from a classmate, punishment or embarrassment imposed by the learners' self. While outside the classroom are individuals afraid facing other negative consequences if they make mistake, they fear looking ridiculous such as they fear the frustration coming from a listener who showing that they have failed to communicate. In addition, they fear the danger because not being able to take care of themselves. Moreover, the things that worst of all are they fear a loss of identity.

Additionally, in second language student perception of the risk of looking foolish is greater in the presence of peers from their own country than with native speakers of English (Beebe, 1983). They know they cannot compete with native speakers of English speaking, but they are afraid of being compared among their peers. One of the most important components of situational variables is the degree of skill or chance that

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learners may encounter in learning situations (Kogan and Wallach as cited in Beebe, 1983). And then students' risk-taking with their skills like performance, students provide with the linguistic tools, for instance, expressions and grammar aspects tend to be more able to manage risk-taking successfully.

Pertaining to building an adequate effective framework in order with students feel comfortable when they start to take their self in the new world of a foreign language (Dufeu. 1994, p. 89-90). Hence, to achieve students in foreign language the teacher must be able to create a climate of acceptance that will stimulate self-confidence, and encourage participants to experiment and to express their ideas, allowing themselves to risk-taking without feeling embarrassed. Once the students are not afraid of being blamed and humiliated when they talk, they will take part in the class willingly and do well in foreign language learning. Because risk-taking is an important characteristic of successful second language learning (Brown 2007).

According to Brown (1994) the silent student in the classroom is one who is unwilling to appear foolish when they make mistakes. Self-esteem seems to be connected to a risk-taking factor, for example when those foolish mistakes are made a person with high self-esteem is not daunted by the possible consequences of being laughed. Therefore, those silent students may fall behind other active students because of their language ego and general self-esteem. If teachers give them proper encouragement

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to increase their self-confidence, they would like to learn a foreign or second language without fear of being wrong when they try to guess the new information they read.

In addition, Brown (2001, p. 63) says that many instructional contexts around the world do not encourage risk-taking; instead, they encourage correctness, right answers, and guesses until one is sure to be correct. In this regard, because lack of motivation for students, there is no encourage from teachers and most of students afraid to speak and then lack of students' risk-taking can be a debilitating factor that prevents students from showing their full potential. As teacher, they should encourage risk-taking to students because with encourage from teacher students to motivate risk-taking.

Furthermore, rewarding students may be an influential factor in risk-taking situations (Cervantes. 2013, p. 427). Students may change their behaviors when they have to make risky decisions if they situation provides them with a reward so rewarding students is very influential. In relation with the idea, feedback or reward can influence the decision making process of risk-taking students, and eventually, this type of rewards may act as the motivators for the risk-taking behavior.

### 5. The Dimension of Risk-taking

According to Ely's (as cited in Alshalabi, 2003) dimension of risk-taking learners participate more in the classroom and consequently, they may increase their language proficiency, especially if we take into our

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consideration that language proficiency appears to increase remarkably by more usage of the language (Skehan, 1989:108). Ely elaborates that four dimensions underlie the risk-taking construct:

- a. The first dimension, risk takers are not hesitant about using a newly encountered linguistic element. It means that, when students have new materials or knowledge, students try to risk-taking although their do not mastery about materials. By risk-taking without master of materials students to know more about materials because teacher more explain about materials and then students to easy understand about it.
- b. The second dimension refers to risk takers' willingness to use linguistic elements perceived to be complex or difficult. This dimension explains why risk takers develop levels of tolerance towards vagueness and ambiguity to the extent in which a difficult or new situation does not really represent an issue of concern for them (Alshalabi, 2003).
- c. The third dimensions equally to describe how risk takers become tolerant toward possible incorrectness or inexactitude in using the language and how they are inclined to rehearse a new element silently before attempting to use it aloud. Therefore, the researcher believe that prior preparation before producing utterances may hinder risk taking (Hongwei, 1996).

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- d. The fourth dimensions, an inclination to rehearse a new element silently before attempting to use it aloud (pp.7-9).

### 5. The Role of Risk-taking in Speaking Classroom

The students' success occur because students are brave to risk-taking. Brown (2007) says risk-taking is an important characteristic of successful second language learning. And also risk-taking as one of the characteristics of good learners (Ely, 1984 & Samimy 1991).

According to Sinclair (1975) risk-taking is the practice of engaging in a new venture with confidence. So with confidence students risk-taking is ready to accept of consequences. And then by risk-taking students is very helped to learn better in second language and especially in communication aspect (Oxford & Ehrman, 1993).

In addition, conducted to investigate the risk-taking behavior of university students found that the students' risk-taking behavior was as "positive predictor" of students' voluntary classroom participation (Ely, 1986). Its mean that, risk-taking can be better to improve speaking, because risk-taking is the most important skill that can easily manifest itself is speaking (Zarfsaz & Takkac, 2014. P. 307). So, risk taking that has an important role in second language learning process especially in communication (Ellis, 2008).

### 6. The Factors of Risk-taking in Speaking Classroom

Risk-taking has some factors, these factors consist of two types, namely facilitating factors and debilitating factors ( Ely, 1986).



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### a. Facilitating Factors

Among the facilitating factors, the major ones are pair-work or small-group classroom activity, sufficient preparation for class, positive attitude in learning, and strong motivation.

#### 1) Pair-work or Small-group Classroom Activity

To a greater or lesser degree, all of the participants in this study expressed their preferences for pair-work or small-group activities for various reasons. Inactive risk-takers in particular demonstrated a strong preference for pair or small-group activities. As Ms. Sociologist, Ms. Biologist, and Ms. Chemist stated, they were more willing to speak out in pair or small-group work than in the whole class activity because it provided a safer and less threatening atmosphere for their risk-taking. Given that these students were introverted in personality trait and/or had low self-confidence in their English speaking ability, it can be inferred that, by creating a more intimate and person-to-person situation, pair or small-group work helps the inactive risk-takers to be less self-conscious and less afraid of making mistakes.

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## 2) Sufficient Preparation for Class

Preparedness for class played a significant role in facilitating participants' risk-taking. Whether active or inactive risk-takers, students were more likely to participate in class when they had prepared themselves. As on-the-spot activities were deemed anxiety-inducing, many participants (60%) in this study demonstrated a greater unwillingness to take risks on unfamiliar topics or tasks. On the other hand, it was frequently mentioned in diary entries that the familiarity of topics or preparedness for the class would, and sometimes did, facilitate active oral participation. Inactive oral participants, particularly in the case of Mr. Economist, demonstrated that it was when they were prepared for the class or a familiar topic came up that inactive risk-takers participated in the class activity more willingly and confidently. This implies that students were able to prepare adequately and express themselves effectively, provided they were given enough time to think about the topics.

## 3) Positive Attitude in Learning

A positive attitude toward language learning, last demonstrated in most of the active oral participants. A

positive attitude was manifested among the participants primarily in two aspects. One is fearlessness about making mistakes; the other, eagerness for seeking out-of-class opportunities for further practice. The fearlessness about making mistakes seemed to stem from either personality or a strong awareness of the necessity of risk-taking, or from both combined, which was usually the case with highly active oral participants like Mr. Educator and Mr. Politician. These two and other active oral participants shared the recognition that making mistakes was a necessary process in any language learning and felt that they did not have to be ashamed of making mistakes, particularly because they were in a foreign language speaking class.

#### 4) Strong Motivation

Participants' risk-taking behavior was enhanced by their motivation or interest in learning spoken English. Those who had a strong motivation tended towards active oral participation, while those without such strong motivation were likely to be less active during classroom activities. From the findings, six out of seven highly motivated participants (86%) were active or

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moderate risk-takers. They showed instrumental motivation, such as getting a job or communicating with native speakers of English, which led them to a more active attitude toward oral classroom participation. Ms. English Interpreter, for example, was an inactive risk-taker at the beginning of the course, because she had a low level of self-confidence regarding her speaking ability.

#### **b. Debilitating Factors**

##### **1) Cultural Beliefs or Practices**

The findings of this study revealed that cultural beliefs and practices affect Korean students' risk-taking behavior in classroom interaction. Most participants (93%) felt that their classroom behavior was restricted by their cultural beliefs and practices. In traditional Korean culture, great emphasis is placed on appropriate behavior, moral training, and social harmony. In the present study, these cultural beliefs and practices converged into the concept of propriety of classroom behavior, which tended to impose restrictions, to a greater or lesser degree, upon the students' active oral participation in their spoken English class. The most salient cultural factors



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disclosed in this study were avoidance for face-saving, consideration for other students' time, lack of experience in class participation. and passive gender-role for female students.

The cultural emphasis on appropriate behavior in Korean society is closely related to deep concern about the possible shame that one has to suffer when one is judged by others to deviate from social norms, Such a concern breeds a strong sensitivity to public opinion of oneself. on the one hand; on the other. it fosters a passive attitude. with which one tries to avoid any occasion for a violation of the social norms and thus for losing face. In the classroom, such concerns and attitudes were manifested in the students' tendency to withdraw from oral participation, when the possibility of making mistakes and thereby losing face increased. This last true of all the inactive risk-takers.

## 2) Instructor's attitude and teaching styles

Learners in the EFL classroom seemed to be sensitive about the attitude of their instructor and teaching styles. The instructor's attitude contributes to classroom atmosphere, which is one of the most important factors that raise or lower students'

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affective filter. When there was a non-threatening, interactive, and comfortable classroom atmosphere, it lowered the students' affective filter and provided a comfort-level necessary for active risk-taking. On the other hand, initially active oral participants were reduced to an inactive role when a threatening atmosphere existed. From the findings, twelve out of the fifteen participants (80%) indicated that the instructor's attitude and teaching style hindered their risk-taking behavior in class

#### 3) Anxiety

Speaking up in a second or foreign language class is in itself potentially stressful and threatening to a person's self-esteem, as would any task where success is not guaranteed and the probability of making a fool of oneself is high. Accordingly, fear of making mistakes and the possibility of being humiliated raise the affective filter and inhibit the students from risk-taking. This study revealed that all the inactive risk-takers with low self-confidence were susceptible to this kind of anxiety. This case suggests that students with unhealthy self-esteem are likely to reinforce their own perception of poor spoken English ability.



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- 4) Limited Opportunities due to Large Class Size  
 Consisting of 25 to 35 students, most classes could not offer sufficient time for every student to participate within the 50-minute class period. Such a large class size reduced the opportunity for active oral participation and allowed only minimum turn-takings. Thus, the active risk-takers expressed their discontent over lack of opportunities for participation due to time-constraints caused by large class size. More often than not, they had to finish their utterances very quickly in consideration of other students' turn-takings. Such concerns regarding limited opportunities to speak in class seemed to affect the inactive risk-takers, too. Mr. Physicist felt that he was wasting other students' time in his prolonged turn-taking due to his poor ability to communicate in English which made him consciously restrain from taking opportunities afterwards.

**B. Relevant Research**

Previous research on exploring students' risk-taking has been done in different level of education. However, limited studies on exploring risk-taking are found. These studies on this issue in context are presented in the following sections.



Research in Indonesia context

At the level of university, Kusumaningputri (2012) analyze of students' risk-taking in foreign language acquisition and learning. In this study, the researcher investigated students risk-taking in Indonesian and then the researcher find out what kinds of situations students understand as unpredictable situations and how they see these real situations. In this regard, the researcher used classes observation in oral test. Oral tests are meant to be a form of evaluation of the courses; reading comprehension for sophomore and introduction to psycholinguistics for junior students. After that, the researcher used interview to uncover their true inner feelings and students' perceptions to what made them seem to struggle very intensely apart from their test anxiety, to express themselves using English. This study found there are five situations that the risk of getting satire, risk of refusal, risk of having long talk, risk of scores, and risk of acting and saying inappropriately.

Additionally, Luthfiyyah (2014) also investigated Indonesian in risk taking, speaking ability and Australasian parliamentary debate at English Education Department of Unswagati Cirebon. The researcher used performance test and questionnaires. In this study using random sampling to take sample and there were 80 students. The data from questionnaires and test were analyzed using simple correlation and multiple linier regression. In this regard, the researcher to find out whether there is any positive correlation between risk-taking and Australasian Parliamentary

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English Debate. The result of this study, the researcher found there is significant positive correlation between risk taking and Australasian Parliamentary English Debate.

2. Research in other countries

Other studies on exploring students' risk-taking also found in Iran. In Iran context was conducted by Ghotnian, Tojari, Ganjoyi (2013). The researcher took sample 130 from male karate athletes in the adult national karate team of Iran by using questionnaire and this study used descriptive-correlation method. To the test research hypothesis, the researcher using Pearson Correlation and Univariate Regression. The other researchers in Iran was conducted by Fasihi & Biria (2017). 50 intermediate EFL (English as a foreign language) learners (30 males and 20 females) were selected from a language institute in Isfahan, Iran. They ranged in age from 18 to 24 years old. The subjects were divided into two groups (males vs. females). Prior to the start of the experiment, a QPT test was administered to data collection of the learners. They also took part in a semi-structured interview. A two-way ANOVA was used to analyze the data. The results demonstrated that there was a significant relationship between risk-taking behavior and speaking fluency. The results revealed that the higher risk-takers had a better speaking fluency. The results demonstrated that high risk taking learners could obtain the highest fluency scores compared to moderate and low risk-taking learners.

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While in Korea context, the study was conducted by Bang (1999). In this study, he explored the nature of Korean college students' perceptions toward risk-taking behavior for the development of oral proficiency and identify the factors which facilitate and or debilitate their risk-taking behavior in EFL classrooms. Fifteen college students were chosen for this study and were requested to keep diary for one semester. Findings of the study have disclosed that all the participants perceived the importance of risk-taking behavior for oral proficiency in class. Also, the study has revealed that the personal, affective, socio-culture and course-related factors contributed to regulating learners' risk-taking behavior.

Additionally, Zarfsaz & Takkac (2014) also investigated Turki students' risk-taking. This study was conducted using a 36-item questionnaire and an interview. All the students at the department of English language teaching (ELT) were surveyed using questionnaire, then, ten students majoring at ELT department we chosen for conducting an interview. The present study concluded that most of the participants are aware of the importance of risk taking and speaking up in the classroom and have positive attitude toward class participation. Teachers' demanding behavior, anxiety and self-esteem, and ambiguity tolerance were found to be the most inhibiting factors for Turkish EFL students.

Furthermore in Algeria context, the study was conducted by Meriem (2015). In this study, the researcher involved 550 students second

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years classes of English Department of the University of Constantine 1 (Algeria). The researcher to find out to what extent risk taking as a personality trait and spoken English learning are related. In this regard, the researcher given students classroom task, there are six task that are idiomatic expression, problem solving, playing cards, personal qualities, movie narrating, and story completion.

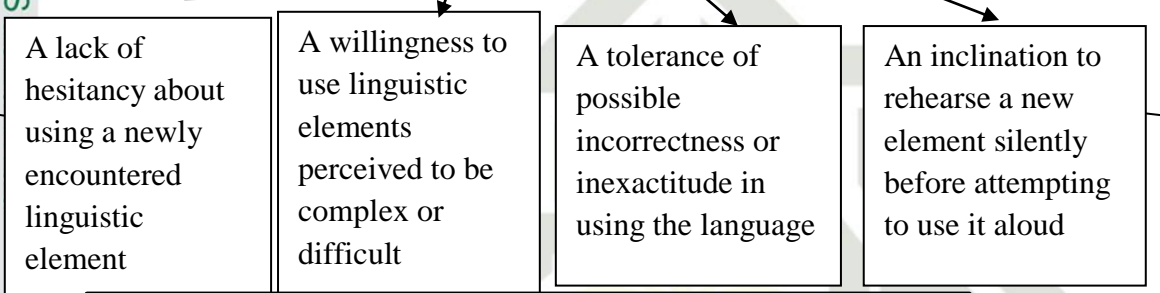
Based on previous research mentioned above, just seven studies are related to exploring students' risk-taking. In the fact, research about risk-taking is very much but focused on risk-taking in speaking classroom only two studied from Indonesian context. Based on previous research Indonesia context just two of studies about risk-taking and also just one of study concern on risk taking in speaking classroom. Therefore, this study still have gaps especially the problems related to risk-taking in speaking classroom are also found at the fourth semester students' of English Education Department of UN Suska Riau.

### C. Conceptual Framework

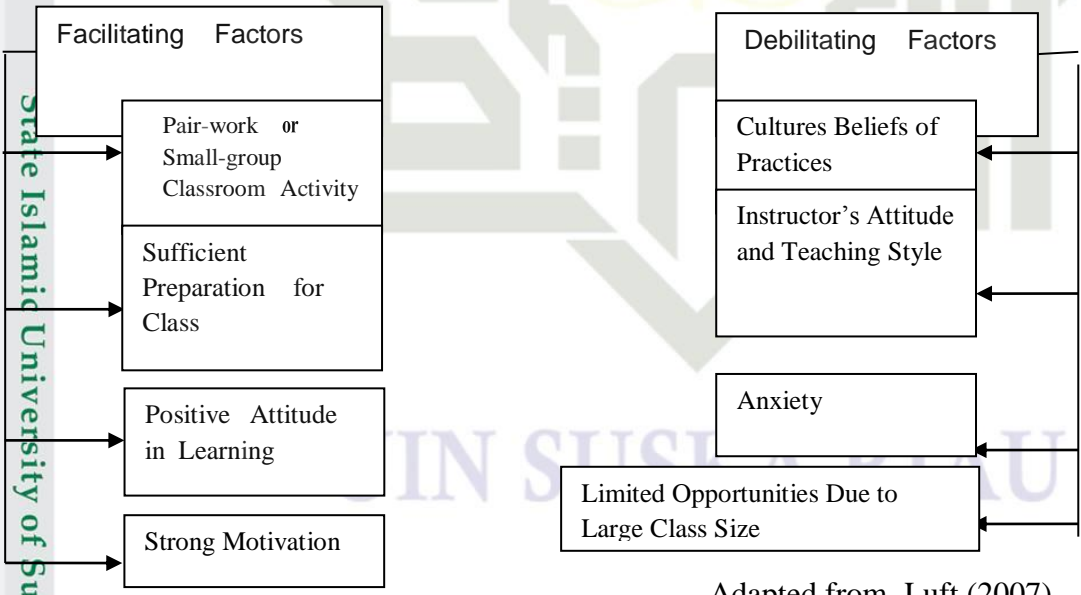
Based on the theories and previous research above, then it is necessary to clarify the phenomenon used in this research. So in this research, the phenomenon is the students' risk-taking in speaking classroom. In this research, the conceptual frameworks above are to generate an understanding of students' risk-taking in speaking classroom and the theoretical frameworks are needed as the foundation to address the method of the research in this research. Therefore, students' risk-taking in speaking classroom will be conceptualized into following theoretical frameworks

Risk-taking in EFL Speaking Class by the Fourth Semester Students

Indicators types of Risk-taking in language classroom (Ely,1986)



Circumstances of Risk-taking



Adapted from, Luft (2007)

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## CHAPTER III

### METHOD OF THE RESEARCH

#### A. Research Design

In this research, the researcher used a case study method. The researcher uses a case study because this study aims to describe and explore risk taking in speaking classroom. According to Gay and Airasian (2012, p. 443), a case study was a qualitative research approach. It focused on a school of study as a bounded system. The process of designing a case study research is to determine the research questions, the role of theory development in case selection, and the conceptual framework for the study. Case study research specifically explains explaining and discussing the objects that are specifically examined as 'cases'. In this regard, Yin (2003a, 2009) states that the purpose of research using case studies is to explain what the object is discussing, but to explain how to discuss and explain problems that can occur.

#### B. Location and Time of the Research

This research was conducted at English Education Department of UIN Suska Riau. It was located at H.R. Soebrantas street.

#### C. Subject and Object of the Research

##### 1. Subject of the research

The subject in this research were the fourth semester students' English Education Department of UIN Suska Riau in 2018/2019.

##### 2. Object of the research

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The object of the research was the students' risk-taking in speaking classroom at the fourth semester students' English Education Department of UIN Suska Riau.

**D. Participants**

According to Cresswell (2012) "population is a group of individuals who have the same characteristic". The target population of this research was fourth semester of English Education Department UIN Suska Riau. There were 5 classes consisted of 166 students. Total numbers of students were as follow:

**Table III.1**  
**The Total Participants of the Fourth Semester of English Education Department at UIN Suska Riau**

No	Classes	Total of the Students
1	IV A	34
2	IV B	33
3	IV C	33
4	IV D	33
5	IV E	33
Total		166

In choosing the sample of qualitative data, the researcher used purposive sampling. The researcher used purposive sampling because the researcher developed a detailed risk-taking in speaking English in which the researchers intentionally selected individuals and sites to learn or understand the central phenomenon (Creswell, 2012, p. 206). And then the researcher used a purposive sampling strategy such as maximum variation sampling because the researcher want to get an information of risk taking from these classes from various kinds of perspectives because maximal variation sampling is a





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purposeful sampling strategy in which the researcher samples cases or individuals that differ on some characteristic or trait ( Creswell, 2012, p. 207).

The total fourth semester students English Education Department were 166 students consisting of female students 131 students and male students 35 students. The researcher just took one class to spread the questionnaire and after the questionnaire spreaded by the researcher to the 3 participants for the interview. The researcher investigated the fourth semester of English Education Department Uin Suska Riau because the speaking of the fourth semester students were more active. So, the researcher was easy to find the problems.

### E. The Technique of Data Collection

This research used qualitative methods with a case study research design. In case study research design, the researcher will use survey questionnaire and interview.

#### 1. Questionnaires

In this research, questionnaire was the first instrument to collect the data on students' risk-taking in speaking in general (1,2,3,4,5,6,7,8,9,10,11,12,13,14). Singh (2006. p, 200) stated that questionnaire is a form of interview on paper. Also, questionnaire is a list of questions which is submitted to someone (respondents) and the answering is written too (Arikunto, 2007). The questionnaire was adopted from Luft (2007), it consisted of several items . Each items followed by a five-point Likert response scale (ibid). The items were written for each

variable were as follow, with items that were negative on scale marked with a minus sign:

**Table III.2**

**Questionnaire for Risk-Taking in Speaking Classroom**

Variable	No	Dimension	Sub Dimension	Number of Items
Risk-Taking	1	Lack of hesitancy about using a newly encountered linguistic element	Using linguistic elements in ways that have not yet been tried by others	3, 4
			Hesitancy in using certain linguistic elements.	12, 13
	2	A willingness to use linguistic elements perceived to be complex or difficult	Favoring linguistic elements which are more familiar over those that are less familiar	1, 2
			Using negotiation strategies to request clarification	5, 6
	3	A tolerance of possible incorrectness or inexactitude in using the language	Giving up on communicating in English	7, 8
			Tolerance of possible Incorrectness in using the Language	9, 10, 11
	4	An inclination to rehearse a new element silently before attempting to use it aloud	Engaging in behavior which seeks for confirmation that are utterance was correct	14

**2. Interview**

In this research, the interview used as the second instrument after previous instrument. This instrument used to explain students' risk-taking

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and explore the factors of students' risk-taking in speaking English. And then from interview, the researcher was able to explore about advantages and disadvantages (Creswell, 2012. p, 218). In relation to the nature of case study research in which interview is one of the most important sources of information and it can be a valuable way in gaining a description of action and events (Yin, 2003).

Additionally, in keeping away the data from bias, the researcher suggested and reminded the students to express their own opinions, or feeling freely by using their first language namely Indonesia language and it was recorded by using smartphone.

**Table III. 3**  
**Focus areas of interviews**

Category	Focus area
Category 1	Questions to obtain students risk-taking in speaking classroom [among the university students]
Category 2	Questions to obtain the factors influencing risk-taking in speaking classroom among the university students

#### **F. The Technique of Data Analysis**

In this research, using qualitative research with a case study. So the data will be analysed separately based on the type of data collecting techniques.

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**1. Questionnaire**

To analyze the data collected obtain from questionnaire the researcher used descriptive statistic to describe the result. The researcher used a percentage with the formula:

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

P = Percentase

F = Frequency of each questionnaire answer

N = Number of respondents

After the researcher gets the result percentage, the researcher classified into two categories: low / negative level of risk taking and high / positive level of risk taking.

**Table III. 4**  
**The categories of risk-taking**  
 (Adopted from Luft, 2007 as cited in Choi & Samimy, 2002)

Score Interval	Categories
30-49	High/ Positive
0-29	Low / Negative

**2. Interview**

After find out the result of students risk-raking questionnaires, the researcher to categorize of students. After categorize of students, the researcher able to interview in one on one interviews. The answer from interview will be recorded. After that the researcher will read the data

repeatedly to identify the information. The researcher will categorize or code the pieces of data and group them into themes. There are six steps to analyzing qualitative data ( Creswell, 2012. p, 236):

a. Prepare and organize the data analysis.

The researcher preparing the data from the interview. The researcher did transcription the data from the interview. After that, the researcher put the text into the table.

b. Explore and code the data.

The researcher analyzed the data of interview. After that, the researcher coded the data based on the conceptual framework.

c. Build description and themes.

The researcher used the data that had been coded to build the description and the theme of the data.

d. Reporting of qualitative findings.

The researcher constructed a representation of the data. After that, the researcher reported the findings of the research.

e. Make an interpretation of the qualitative findings.

The researcher made interpretation for the qualitative findings that is found by the researcher.

f. Advance validation for the accuracy of your findings.

The researcher consider the result of questionnaire and the interview to make sure the accuracy of the data.

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## CHAPTER V

### CONCLUSION AND SUGGESSTION

#### A. Conclusion

Based on the data findings and discussion in the previous chapter, it can be concluded that all the students (100%) had low/negative perception towards risk-taking in speaking classroom. Moreover, based on the interview, the researcher found that there are two kinds of factors found from the interview sections. Most of the students took a risk in their speaking classroom because of both facilitating and deliberating factors. In the facilitating factors, the researcher found four factors: pair work, small group or classroom activity, sufficient preparation for class, positive attitude in learning, and strong motivation in taking a risk in speaking classroom. Meanwhile, in deliberating factor, the researcher found tree factors: cultural beliefs or practices, instructor's attitude and teaching style, and anxiety in taking a risk in speaking classroom.

#### B. Suggestion

Based on the result and conclusion, it showed that the students of English Education Department at fourth semester had low/negative perception towards risk taking in speaking classroom and also there are some facilitating and deliberating factors found. Therefore, the students are suggested to understand more about the importance of risk taking in speaking classroom so that they will have positive perception. Then, the teacher is suggested to use the result of this study as a reference to improve their performance in teaching and learning process by using the factors found as the consideration.



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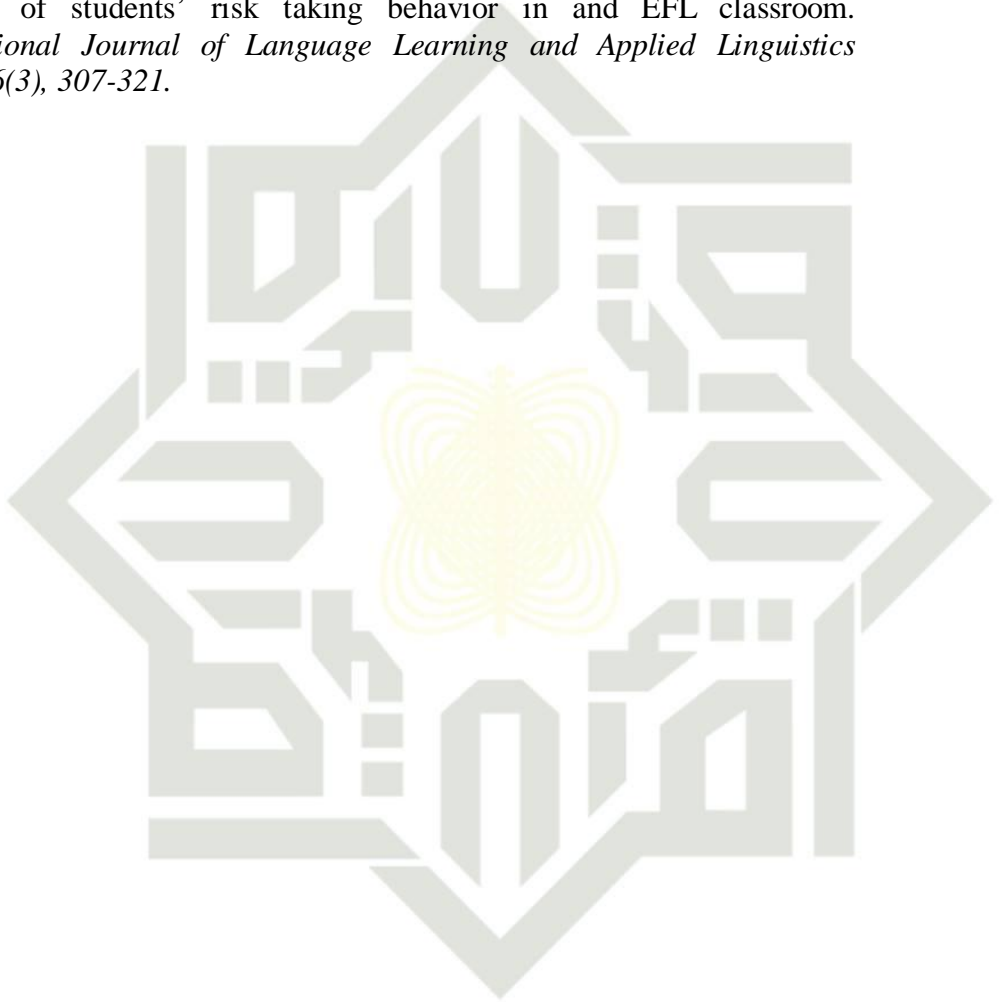
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 Fax. (0761) 561647 Web.www.ftk.uinsuska.ac.id, E-mail: eftak\_uinsuska@yahoo.co.id

Pekanbaru, 19 Maret 2021

Urut : Un/04/F.II.4/PP.00.9/3824/2021

Biasa

**Mohon Izin Melakukan PraRiset**

Kepada  
 Yth. Ketua Jurusan  
 Pendidikan Bahasa Inggris  
 di Tempat

*Assalamu'alaikum warahmatullahi wabarakatuh*

Dekan Fakultas Tarbiyah dan Keguruan UIN Sultan Syarif Kasim Riau dengan ini memberitahukan kepada saudara bahwa :

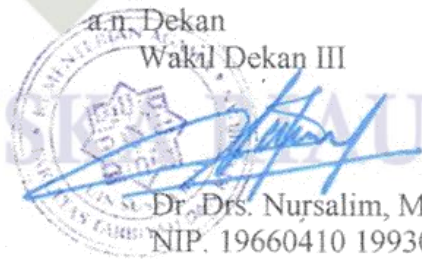
Nama : RIZKI WULANDARI  
 NIM : 11513200164  
 Semester/Tahun : XII (Dua Belas)/ 2021  
 Program Studi : Pendidikan Bahasa Inggris  
 Fakultas : Tarbiyah dan Keguruan UIN Suska Riau

ditugaskan untuk melaksanakan Prariset guna mendapatkan data yang berhubungan dengan penelitiannya di Instansi yang saudara pimpin.

Sehubungan dengan itu kami mohon diberikan bantuan/izin kepada mahasiswa yang bersangkutan.

Demikian disampaikan atas kerjasamanya diucapkan terima kasih.

a.n. Dekan  
 Wakil Dekan III



Dr. Drs. Nursalim, M.Pd.  
 NIP. 19660410 199303 1 005

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## SURAT KETERANGAN

Nomor : Un.04/F.II/PP.00.9/19921/2022

Yang bertanda tangan di bawah ini:

Nama : **Dr. Zubaidah Amir MZ., S.Pd., M.Pd.**  
NIP : 19811001 200710 2 005  
Pangkat/golongan : Pembina (IV/a) Lektor Kepala  
Jabatan : Kuasa Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau

dengan ini menerangkan bahwa :

Nama : **Rizki Wulandari**  
NIM : 11513200164  
Jurusan : Pendidikan Bahasa Inggris  
Semester : XV (Lima Belas)

Benar telah melakukan penelitian di Fakultas Tarbiyah dan Keguruan UIN Suska Riau dari tanggal 24 November – 9 Desember 2022 guna menyusun skripsi dengan judul :  
**"Investigation Risk-Taking in Speaking Classroom Among University Students : A Case Study The Fourth Semester Students' English Education Department UIN Suska Riau"**.

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Pekanbaru, 13 Desember 2022  
Kuasa Dekan



**Dr. Zubaidah Amir MZ., S.Pd., M.Pd.**  
NIP. 19811001 200710 2 005



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Pekanbaru, 24 November 2022 M

: Un/04/F.II/PP.00.9/19290/2022

: B. Sa

: 1 (satu) Proposal

: **Mohon Izin Melakukan Riset**

Kepada

Yth. Gubernur Riau

C. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu

Satu Pintu

Provinsi Riau

D. Pekanbaru

*Assalamu'alaikum warahmatullahi wabarakatuh*

Rektor Universitas Islam Negeri Sultan Syarif Kasim Riau dengan ini memberitahukan kepada saudara bahwa :

Nama	: Rizki Wulandari
NIM	: 11513200164
Semester/Tahun	: XV (lima Belas)/ 2022
Program Studi	: Pendidikan Bahasa Inggris
Fakultas	: Tarbiyah dan Keguruan UIN Suska Riau

ditugaskan untuk melaksanakan riset guna mendapatkan data yang berhubungan dengan judul skripsinya : Investigation Of Risk-Taking In Speaking Classroom Among University Students: A Case Study The Fourth Semester Students' English Education Department Of Uin Suska Riau

Lokasi Penelitian : Pendidikan Bahasa Inggris semester 4

Waktu Penelitian : 3 Bulan (24 November 2022 s.d 24 Februari 2023)

Sehubungan dengan itu kami mohon diberikan bantuan/izin kepada mahasiswa yang bersangkutan.

Demikian disampaikan atas kerjasamanya diucapkan terima kasih.



Kadar, M.Ag.

NIP.19650521 199402 1 001

Tersubsan :

Rektor UIN Suska Riau

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Jl. H. R. Soebrantas  
Kec. Tampan  
Kab. Pekanbaru  
Riau 28293  
Telp. (0761) 561647  
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Web www.uinsuska.ac.id  
E-mail: uinsuska@uinsuska.ac.id



Un.04/F.II.4/PP.00.9/4425/2019

Pekanbaru, 15 Maret 2019

**Pembimbing Skripsi (Perpanjangan)**

Kepada

Yth

1. Bukhori, S.Pd.I, M.Pd.
2. Rizki Amelia, S.Pd., M.Pd

Dosen Fakultas Tarbiyah dan Keguruan UIN Suska Riau  
Pekanbaru

*Assalamu'alaikum warhmatullahi wabarakatuh*

Dengan hormat, Fakultas Tarbiyah dan Keguruan UIN Suska Riau menunjuk Saudara sebagai pembimbing skripsi mahasiswa :

Nama : RIZKI WULANDARI

NIM : 11513200164

Jurusan : Pendidikan Bahasa Inggris

Judul : INVESTIGATION OF RISK-TAKING IN SPEAKING CLASSROOM  
AMONG THE UNIVERSITY STUDENTS: A CASE STUDY OF THE  
FOURTH SEMESTER STUDENTS' OF ENGLISH EDUCATION  
DEPARTMENT OF UIN SUSKA RIAU

Waktu : 3 Bulan terhitung dari tanggal keluarnya surat bimbingan ini

Agar dapat membimbing hal-hal terkait dengan Ilmu Pendidikan Bahasa Inggris dan dengan Redaksi dan Teknik Penulisan Skripsi sebagaimana yang sudah ditentukan. Atas kesediaan Saudara dihaturkan terima kasih.

Wassalam  
an. Dekan  
Wakil Dekan I

Dr. Drs. Alimuddin, M.Ag  
NIP. 19660924 199503 1 002

Tembusan :  
Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau

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Pekanbaru, 10 Januari 2018

Ur. 04/F.II.4/PP.00.9/560/2018

Biasa

Pembimbing Skripsi

Kepada

Yth. Dr. H. Bukhori, S.Pd.I, M.Pd.

Dosen Fakultas Tarbiyah dan Keguruan UIN Suska Riau

Pekanbaru

Assalamu'alaikum warhmatullahi wabarakatuh

Dengan hormat, Fakultas Tarbiyah dan Keguruan UIN Suska Riau menunjuk Saudara sebagai pembimbing skripsi mahasiswa :

Nama : Rizki Wulandari  
 NIM : 11513200164  
 Jurusan : Pendidikan Bahasa Inggris  
 Judul : An Analysis of Students' Risk Taking in Speaking English at the Eleventh Grade of Senior High School 1 Tambang  
 Waktu : 6 Bulan terhitung dari tanggal keluarnya surat bimbingan ini

Agar dapat membimbing hal-hal terkait dengan Ilmu Pendidikan Bahasa Inggris dan dengan Redaksi dan Teknik Penulisan Skripsi sebagaimana yang sudah ditentukan. Atas kesediaan Saudara dihaturkan terimakasih.

Wassalam  
 an. Dekan  
 Wakil Dekan I



Dr. H. Kusnadi, M.Pd.

NIP. 19671212 199503 1 001

Telbusan :

Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau

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State Islamic University of Sultan Syarif Kasim Riau





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 Jl. Jend. Sudirman No. 460 Telp. (0761) 39064 Fax. (0761) 39117 PEKANBARU  
 Email : dpmptsp@riau.go.id

**REKOMENDASI**

Nomor : 503/DPMPPTSP/NON IZIN-RISET/52048  
 TENTANG



**PELAKSANAAN KEGIATAN RISET/PRA RISET  
 DAN PENGUMPULAN DATA UNTUK BAHAN SKRIPSI**

1.04.02.01

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Kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Riau, setelah membaca Surat  
 Perizinan Riset dari : **Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau, Nomor :**  
 U.001.F./PP.00.9/19290/2022 Tanggal 24 November 2022, dengan ini memberikan rekomendasi kepada:


- 1. Nama : RIZKI WULANDARI
- 2. NIM /KTP : 115132001640
- 3. Program Studi : PENDIDIKAN BAHASA INGGRIS
- 4. Jenjang : S1
- 5. Alamat : PEKANBARU
- 6. Judul Penelitian : INVESTIGATION OF RISK-TAKING IN SPEAKING CLASSROOM AMONG THE UNIVERSITY STUDENTS: A CASE STUDY OF THE FOURTH SEMESTER STUDENTS' OF ENGLISH EDUCATION DEPARTMENT OF UIN SUSKA RIAU".
- 7. Lokasi Penelitian : UIN SUSKA RIAU

Dengan ketentuan sebagai berikut:

- 1. Tidak melakukan kegiatan yang menyimpang dari ketentuan yang telah ditetapkan.
- 2. Pelaksanaan Kegiatan Penelitian dan Pengumpulan Data ini berlangsung selama 6 (enam) bulan terhitung mulai tanggal rekomendasi ini diterbitkan.
- 3. Kepada pihak yang terkait diharapkan dapat memberikan kemudahan serta membantu kelancaran kegiatan Penelitian dan Pengumpulan Data dimaksud.

Dengan rekomendasi ini dibuat untuk dipergunakan seperlunya.

Dibuat di : Pekanbaru  
 Pada Tanggal : 30 November 2022



Ditandatangani Secara Elektronik Melalui :  
 Sistem Informasi Manajemen Pelayanan (SIMPEL)  
**DINAS PENANAMAN MODAL DAN  
 PELAYANAN TERPADU SATU PINTU  
 PROVINSI RIAU**

**Tembusan :**

Disampaikan Kepada Yth :

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- 2. Rektor UIN SUSKA Riau di Pekanbaru
- 3. Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau di Pekanbaru
- 4. Yang Bersangkutan

Halaman 1 dari 1



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## CURRICULUM VITAE



Rizki Wulandari was born on September 25<sup>rd</sup>, 1996 in Medan. She is the first daughter of two children of the couple Mr. Delita Amrizal and Mrs. Suryani. She lives at Pandau, Pekanbaru. In 2009, she was graduated from State Elementary School 028 Tambang. Then she finished her study at Madrasah Tsanawiyah Kampar in 2012. She continued her study at State Senior High School 1 Tambang, and finished it in 2015.

On July 2015, she was accepted become one of the students in English Education Department, Faculty of Education and Teacher Training of State Islamic University of Sultan Syarif Kasim Riau. She has done KKN (Kuliah Kerja Nyata) in Pasir Selabau, Sungai Lala district, Indragiri Hulu regency on July 2018. Then, on September 2018, she has done Pre-Service Teacher Training Practice at SMK Abdurrab Pekanbaru, Riau.

Finally, she followed the final examination of her thesis entitled “Risk-Taking in EFL Speaking Class: A Case Study of The Fourth Semester Students at English Education Department of UIN Suska Riau”. Then, her thesis was finally accepted and approved by the final examination committee for the award of Bachelor Degree of Education on December 30<sup>th</sup> 2022. She successfully passed in the final examination with IPK 3.28 and appropriate to get Bachelor Degree (S.P.d.).