

AN INVESTIGATION OF STUDENTS' ANXIETY IN SPEAKING CLASSROOM

Megahamengku Anugrah Gusti

English Education Program
Faculty of Teacher Training and Education
Universitas Ibn Khaldun, Bogor
hamengkumega@gmail.com

ABSTRAK

Berbicara dianggap sebagai salah satu keterampilan yang paling sulit dalam mempelajari suatu bahasa karena melibatkan pengetahuan, kompetensi, dan kinerja bahasa. Kecemasan mungkin dialami oleh pembelajar bahasa selama aktivitas berbicara. Penelitian ini bertujuan untuk mengungkapkan persepsi kecemasan siswa di kelas berbicara. Dalam penelitian ini, peneliti menggunakan penelitian kualitatif sebagai metode penelitian dengan lima siswa SMP swasta di Bogor sebagai partisipan. Dalam penelitian ini, peneliti menggunakan tiga instrumen utama yaitu; angket, wawancara dan observasi untuk mengumpulkan data. Hasil penelitian menunjukkan faktor-faktor yang paling mempengaruhi kecemasan siswa adalah faktor kinerja (100%), faktor kognitif (80%) dan faktor afektif (80%). Penelitian ini juga menemukan bahwa partisipan menggunakan strategi untuk mengatasi kecemasan yaitu meminta bantuan guru dan sesama peserta didik.

Kata Kunci: kecemasan siswa, kelas berbicara, persepsi.

ABSTRACT

Speaking is considered as one of the most difficult skills in learning a language since it involves language knowledge, competence and performance. Anxiety may experienced by language learners during speaking activity. This research aimed to reveal the perceptions of students' anxiety in speaking classroom. In this study, the researcher used qualitative study as the research method with five students of private junior high school in Bogor as participants. In this study, the researcher used three main instruments there were; questionnaire, interview and observation to collect the data. The findings of the research indicated factors that influence the most in students' anxiety are performance factors (100%), cognitive factors (80%) and affective factors (80%). This research also found that these participants used a strategy to deal with anxiety that was asking for help from teacher and fellow learners.

Keyword: students' anxiety, speaking classroom, perceptions.

INTRODUCTION

Learning English is definitely important nowadays. English has been frequently regarded as a global language. It is the most using language among foreign language speakers. English also play an important role at all aspects in society. It is an international language which is appropriate for business, diplomacy, medicine, aviation, technology, science and many other aspects in people's life. Besides, speaking also an important part which is can not be sparated from communication. People who can fluent in speaking English can get more chance in International level. In Indonesia, English has been taught in all level of education, from kindergarten to university level, nevertheless the result however is still quite unsatisfactory. There are some reasons why English teaching get unsatisfactory result, it is because students do not

have good environment to apply English speaking skill in real life.

The problem that researcher found in reality is there are so many students could not speak English well, most of them are not confident enough to speak in English, they are quite afraid on making mistakes and the other thought that English is difficult subject. Mostly of them are have their own anxiety inside them. Huda (2018) stated that speaking anxiety is a common phenomenon that student face. Meanwhile, Abrar (2017) stated that anxiety is one of the most researched phenomena in psychology and education. It is described, in simple terms, as a feeling of unease or fear and is often observed in a number of social and learning contexts. The way to know how anxiety can influence students confidence in speaking skill, researcher doing some research to investigates

what factors that experienced by the students which is contribute to the anxiety and researcher can understand the problems of English speaking skill anxiety deeply from students perception. The problem that researcher found in reality is there are so many students could not speak English well, most of them are not confident enough to speak in English, they are quite afraid on making mistakes and the other thought that English is difficult subject. Mostly of them are have their own anxiety inside them. Huda (2018) stated that speaking anxiety is a common phenomenon that student face.

In the preliminary research, Tsiplakides and Keramida (2009, p. 41) found that six of these students exhibited anxieties in English as a result of: fear of negative peer review and perception of a low level of capacity in comparison to their peers. On the basis of the following, their distress was due to the above causes. First, these students were not willing to take part in speaking activities. While a variety of factors that possibly account for this, research has shown that their lack of interest in English was not due to the fact that they did not understand the importance of learning English, laziness or lack of interest in English. Based from the facts above, the writer will investigate the problems related to the anxiety the students faced in speaking classroom.

METHOD

In this study, the researcher applied qualitative research, researcher is going to use questionnaires, interview and observation from students' perception of the anxiety they felt during English speaking class.

Jackson II et al. (2007) stated that qualitative research is explored which identifies key differences between method and methodology. The authors note that qualitative research is primarily concerned with understanding the humanistic, interpretive approach faced by human beings.

Roopa and Rani (2017) stated that a questionnaire is simply a list of memo-graphed or printed questions which a respondent completes or gives his or her opinion.

Turner III (2010) stated that interviews provide in-depth information on the perspectives and points of view of a specific subject by the participants. Sometimes, interviews are combined with other types of data collection to provide the researcher with a well-rounded gathering of analytical information.

McKechnie (2008, p. 573 as cited in Smit, B., & Onwuegbuzie, A. J., 2018) stated that

observation is one of the most basic and oldest analysis methods approaches. This method entails systematic and meaningful data collection using one's senses, especially looking and listening.

Specifically, the researcher rather focuses on anxiety factors that experienced by the students and what strategies that they used to reduce it. Therefore, questionnaires and interview on student are the researcher seek to focus on. The result of this research can be used by teacher to find new method to minimize the anxiety in speaking class. The researcher uses questionnaires and interview because it simple and effective to get specific answer of the research question. In this study, the researcher will use the questionnaires which was created by Horwitz, Horwitz, and Cope (1986) to investigate what factor that influence students' anxiety in speaking class and what strategies they use to reduce their speaking anxiety. The researcher took place at a Junior High School in Bogor. The data will be collected to help the researcher in order to analysed the problems. Researcher also planning to conduct three different stages. The pre-stage is to inform the students about the questionnaire. The mid-stage is giving the students a questionnaire about speaking anxiety. The next stage is making an interview in order to get students' perception of speaking anxiety. To sum up, to collect the data the researcher had to do a focus group discussion to observed the students.

RESULT AND DISCUSSION

The findings show that there are three factors of speaking anxiety that make the students feel anxious in learning English speaking skills. The result showed a low score and high score percentage of all states based on each factor. The result showed that all participants stated negative interpretation on performance factors (100%) as the factor that influence them experienced anxiety when they are speaking in English classroom. The next, mostly participants stated negative interpretation on affective factor (80%), the same result percentage also found in cognitive factor, mostly participants stated negative interpretation on cognitive factor (80%) as the factor that influence them experienced anxiety when they are speaking.

The next is data gained from interview and observation, it shows that from performance factors mostly participants stated worry in English class because they are afraid of making mistakes in front of other people and mostly of them like to touching object nervously when

starting to speak. The data also shows from affective factors mostly participants stated not sure about their ability in English speaking class and all of them get stammer when doing poor in English exercise because of anxiety and also stuttering when they are waiting turn to speak. Meanwhile, from cognitive factors mostly participants stated that they are afraid of making mistakes and mostly participants get squirming when they are being called out of board and get fidgeting when teacher correcting mistakes.

Particular Strategy Used by Students to Reduce Speaking Anxiety

Nakatani (2006 as cited in Prabawa, 2016) stated that speaking strategies were fall into seven different types those are: Strategy type 1: Fluency-oriented strategy, Strategy type 2: Negotiation for meaning while speaking, Strategy type 3: Accuracy-oriented strategy, Strategy type 4: Message reduction and alteration strategy, Strategy type 6: Message abandonment strategy, Strategy type 7: Attempt to think in English strategy. That is really different from what researcher found on this research. Based from the interview the only strategy that used by all of the participants was asking for help to their teacher.

CONCLUSION

This study is designed to know what factors that influence students in speaking anxiety and found that performance factor was the highest factor that influenced students' speaking anxiety followed by affective factors and cognitive factors. Performance factors covers as follows: worry, nervous, shy, and afraid of making mistakes. This can be influenced a lot on students' performance when they are speaking in front of the class such as they can get stammer when they are starting to speak, it would influence their performance and can make the students get a bad result in their speaking class. This study also designed to know what the strategies are used by the participants to reduce the anxiety that they experienced in speaking classroom. Based on the interview all of the participants stated that the strategy they used was asking the teachers and friends' help

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