SPEAKING ANXIETY IN ENGLISH FOREIGN LANGUAGE CLASSROOM

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ABSTRAK

Berbicara adalah salah satu hal terpenting untuk berkomunikasi dengan orang lain. Dari belajar berbicara dalam Bahasa Inggris, kita dapat menunjukkan ide, perasaan, dan pendapat kita tentang sesuatu kepada orang lain secara lisan. Tujuan dari penelitian ini adalah untuk menemukan faktor kecemasan dalam berbicara bahasa Inggris sebagai bahasa kedua, dan untuk menemukan metode terbaik untuk mengatasi kecemasan berbicara di kelas EFL. Penelitian ini menggunakan metode kualitatif dengan dua instrumen: observasi dan wawancara. Partisipan dalam penelitian ini adalah tujuh siswa kelas X Administrasi Perkantoran SMK Borcess 2 Bogor. Temuan penelitian mengungkapkan bahwa communication apprehension adalah faktor dominan kecemasan dalam berbicara bahasa Inggris, dan teacher immediacy sebagai hasil dari mengatasi kecemasan itu sendiri.

Kata kunci: kegelisahan, berbicara, metode deskriptif

ABSTRACT

Speaking is one of the most important things to communicate with other people. From learn speaking we can show up our idea, feeling, and opinion about something to someone else by orally. The aims of this study are to investigate factors of anxiety towards speaking English as a second language, and to find the best method to overcome speaking anxiety in EFL Classroom. This research was use qualitative method with two instruments: observation and interview. The participants of this research were seven students from 12ᵗʰ grade of Administrasi Perkantoran of SMK Borcess 2 Bogor. The research findings reveal that communication apprehension is the dominant factor of anxiety in speaking English, and teacher immediacy as the result of overcoming the anxiety itself.

Keywords: speaking, anxiety, descriptive method

INTRODUCTION

Speaking skill can be a challenging task for many students because it needs interactions. The other skills can be practiced alone, but for speaking, the students cannot really speak alone, that is why students should make every possible effort to find somebody to speak with. In line with this point, Nunan (2000:39) states that speaking is one of key aspects of learning a second or foreign language. Moreover, he further notes that the success of learning the language is measured in terms of the ability to carry out a conversation in the target language. It can be said that being able to speak fluently is essential in students' language learning to communicate both inside or outside the classroom. Learning the second language can be a frightful experience. Students indeed have the feelings of anxiety in their English classrooms and they may also experience fear of negative evaluation. The apprehension and pressure on students to perform well in the second language causes

them anxiety that is specific to the second language classroom. Many of students who are good at learning some subjects they still have anxiety when they study English as the second language. This causes a mental block to new information. Researchers have been taking a look at this specific second language learning anxiety and what its causes are. The term specific anxiety reaction, according to Horwitz (1986), was given by psychologists to distinguish between anxiety that occurs only in specific situations and anxiety that people feel on a regular basis. Therefore, students and teachers feel that second language learning anxiety is a huge hurtles to get over when attempting to learn a language other than their own.

According to Tsiplakides (2009) there are three interventions to reduce anxiety in speaking; estabiliting learning and community support for classroom atmosphere, teacher-student relations, and teacher immediacy.

There are many types of anxiety mentioned earlier. However, these types of anxiety have not been defined so it is very difficult to distinguish students who experience anxiety or not. Here are some explanations of examples of anxiety experienced by students while attending the speaking class. According to a study by Indriyanti (2016), the observation shows that when the student was asked to present his speaking task he could not produce a word at all. Then, he was allowed to see his notes/outlines, but he spoke with poor articulations, perform many "uh", "euu", "um" they cause delay in speaking and could not maintain eye contact with either the teacher or the other students. It can be seen from the excerpt of the transcription from the observation.

Another example is the observations indicated that the students tend to do unimportant things such as always holding his hands, holding the pen, read the power points or their handouts, and "smiling". Most students preferred not to look at their classmates and stood very close to their chair. Last example is the student speak without decent volume on their voices, stiff gesture, and tend to pause a lot or even suddenly laughed for no reason.

Investigating the students' anxiety might contribute to enticing and motivating the students to have more chances to use the target language in daily life and for academic purposes Obtaining the data of students' anxiety would give valuable input for teachers so that they are able to give the appropriate solution to overcome the anxiety and they could improve their teaching and encourage the students to be able to speak without having feeling anxious in speaking English inside or outside the classroom.

METHOD
In conducting this research, choosing an appropriate methodology was needed in order to answer the research questions of the study. The writer used qualitative approach and descriptive method to analyze students' anxiety in speaking English. According to Burhan Bungin (2015:69) state that descriptive method is a research that purposed to gather the information about the status phenomenon and this method is purposed to make description about the situation and to find some information which can be used for making an inference. It means that descriptive method can be the

solution to solve the problem of this research.

Research Setting and Participants
The participant of this research are students at the third grade of SMK Borcess 2 Bogor. In conducting this research, purposive sampling technique is apply to determine the participant. Purposive sampling means that researcher have to selective to choose the participant based on research purposes. In addition, there is two characteristic to determine the participants.

First, the participant who seems like have an anxiety in speaking English. Second, the participant who get lower score in speaking English. However, there is only several participants that will do the interview. Meanwhile researcher observed seven students that seems have anxiety and the lower score that teacher gave the data before the researcher do the observation, then researcher decided the participant who seem to have high anxiety as the participant in the interview.

The Procedure of Data Collection
In conducting this research, non-test instrument which include observation and using interview to collect the data. To determine the participants an observation was used for this research. In addition, interview was conducted to get further information from the participants, in this point the writer used semi-structured interview to gain the information about students' anxiety factor in speaking English and to find out how to reduce anxiety itself which consist of nine question devided into five question to look at the factors of anxiety and four question to find how to reduce anxiety. The writer collected the data in two phases: observation and interview. The first process is asked about the name of students who get lower score in speaking English as the recommendation from the teacher. The observation conducted by observing students' anxiety during teaching and learning process while in this process the researcher used camera and observation-note to gather the data from the observation.

The second process is interview that delivered to the participant for support the data. The researcher analyzed and transcripted them to find out the causes of students' anxiety factor in speaking English and the way to reduce the anxiety. The type of interview is structure interview.

The Procedure of Data Analysis

After this method done and the data is collected, the researcher analyze and classified them as follow: the result of observation is describe to investigate students' anxiety factor in speaking English and how to reduce anxiety. Beside, the data from interview is to strengthen the data from the observation, and in the final analysis is to crosscheck the result of observation and interview.

RESULT AND DISCUSSION

Research Findings

In this chapter the researcher will report the result findings and discussion about speaking anxiety in English Foreign Language Classroom, it is aim to answer the result questions. This research was conducted from 21st until 28th of January 2020 in third-grade of Administrasi Perkantoran at SMK Borcess 2 Bogor. This research was collected from the observation and interview, and the data of this result will be described and analyzed.

The first observation was made on Tuesday, January 21st 2020 at 08.00 a.m in the third-grade of Administrasi Perkantoran, in carrying out this observation, the researcher used observation note that was made based on the indicators in chapter 2. In this case, the observation was carried out in two main focuses. The first focus is consists of five questions about speaking anxiety in foreign language classroom, and the second consist of four question to find out how to reduce the students' anxiety. when the researcher was doing the observation, the researcher asked the teacher about students who experiencing anxiety in the class. The teacher gave seven names of students who had anxiety in speaking English and researcher observed all of the students, but the researcher just took three students that took a part in the interview. The interview was the last instrument used by the researcher to collect data. The interview was conducted on Tuesday, January 28th 2020. Interviewees were chosen based on observations made previously. Three students were selected to conduct interviews with researchers. Researchers use structure interviews. Interviews were conducted relating to research questions. During the interview, the researcher used a recorder to simplify the process of transcribing data.

The Dominant Factors of Students Anxiety

According to Horwitz and Cope (1986:127) there are three factors that influenced students to have anxiety: communication apprehension (the fear of communicating with other people), test anxiety (someone fear of test-taking situation), and fear of negative evaluation (worry about how others view the speaker). To be able to see anxiety directly Indriyani (2016) stated that students would not produce a word at all when they was asked to present their speaking task. They also spoke with poor articulations, perform many "uh", "euu", "umm". They could not made eye contact with the audience and had delay in speaking. Another example is students tend to do unimportant thing such as always holding his hands, pen, smiling for no reason, always read the from the slide or their handouts.

NO	Activities Performed in Communication Apprehension	Yes	No
1.	Students look scared/nervous when speaking in front of the class, for example, students tend to do things that are not important such as holding hands or holding other objects such as pens.	✓	
2.	Students look embarrassed when they had to speak in front of the class, for example, students smile for no apparent reason.	✓	

Communication Apprehension

In carrying out the observation, the researcher used the observation note that was made based on the indicators in chapter 2. When the researcher was doing the observation, the researcher asked the teacher about students who experiencing anxiety in the class. The teacher gave seven names of students who had anxiety in speaking English. During the observation, students had to prepare the material about anything freely to be presented in front of the class. The teacher called out students' names randomly.

The researchers found results of the observation that three of them had experienced high anxiety. One of the students in this case cried and laughed before presenting her material in front of the class. Occasionally she wiped tears using her hands and turned her body to face the wall, and covered her face using the veil that she

wore. The teacher gives support such as "*jangan nangis.. ayo lanjut*" and one of his friends says "*udah dil udah..*" to made her calm down. She found difficult to make eye contact with the audience and kept crying while laughing for no reason. Until, she finally began the presentation with the opening sentence "Okay, I will tell you about my hobbies .... my hobbies is ... basketball and dancing, I'm very like this" then she silences, she was confused to express what she wants to say while laughing for no reason again and she would hold her veil. Then she asked the teacher "*Pak, boleh pake Bahasa Indonesia Pak?*" The teacher answered, "*boleh*, but just a little bit, okay?" Then she continued "and I'm telling you about my dream. My dream is *eum*... I want to be a famous entrepreneur, and I want to be ..." she was silent again and looked so confused to convey her sentence then she asked her friend who was sitting on the right side using Indonesian in a whisper, she continued "I want to be *pramugari* ... and I'm favorite food is chicken and ...." The student paused for a long time while glancing occasionally to the teacher while laughing and looking nervous.

Even though the presentation was brief, the students appeared to have anxiety. From the results of the observation, researchers can retrieve data as follows:

Table 4.1 Communication Apprehension
From the data above, the result for the dominant factors was the communication apprehension. The participants had all the anxiety factor that rises from communication apprehension.

Then, the interview was the last instrument used by the researcher to collect data. Interviewees were chosen based on observations made previously and researchers use structure interviews. Interviews were conducted relating to research questions. During the interview, the researcher used a recorder to simplify the process of transcribing data. The result of the interview is to strengthen the data from the observation.

Three students were selected to conduct interviews with researchers:
Students 1
Researcher : "*Apa yang membuat kamu takut/malu /gelisah saat berbicara di depan kelas menggunakan Bahasa Inggris?*" [What makes you afraid/shy/anxious when speaking in front of the class using English?].

Interviewee : "*Gak percaya diri*" [less of confidence].

Researcher : "*selain itu ada lagi gak?*" [anything else?].

Interviewee : "*engga, itu aja*" [no, that's all].

Researcher : "*apa yang membuat kamu sulit untuk mengungkapkan apa yang ingin diutrakan di depam kelas?*" [What makes you difficult to express what you want to say in front of the class?].

Interviewee : "*karena gugup dan kurang percaya diri*" [because of nervousness and lack of confidence].

Researcher : "*apakah kamu meguasai materinya?*" [do you master the material?].

Interviewee : "*enggak, sebenernya saya tau tapi cara ungkapinnya itu yang buat grogi*" [no, I actually know how to express bit it makes me nervous].

Students 2
Researcher : "*Apa yang membuat kamu takut, malu atau gelisah untuk berbicara di depan kelas?*" [What makes you afraid/shy/anxious when speaking in front of the class using English?].

Interviewee : "*Kaya gak percaya diri aja, kaya apa yang ingin disampaikan di depan kelas tuh nge-blank*" [I have a feeling of lack confidence, like what I want to convey is empty such as there is no word to say].

Researcher : "*Nge-blank nya karna hal apa? Malu, gelisah atau takut?*" [You feel blank because of what? Embrrassed, anxious or scared?].

Interviewee : "*Malu aja sih, kalau gelisah atau takut enggak*"

	[I am not feel anxious or scared, just embrrassed].
Researcher	: "*Apa yang membuat kamu sulit untuk mengungkapkan apa yang ingin diutrakan di depan kelas*?" [What make you difficult to express what you want to say in front of the class?].
Interviewee	: "*Kaya bingung aja apa yang mau diucapkan*" [I feel confused what I should say].

Students 3

Researcher	: "*Apa yang membuat kamu takut, malu atau gelisah untuk berbicara di depan kelas*?" [What makes you afraid/shy/anxious when speaking in front of the class using English?].
Interviewee	: "*saya grogi, karena kurang mengetahui materi dan kurang mempelajari lebih dalam jadi mau ngomong sesuatu takut salah*." [I was nervous, because I didn't know much about the material and didn't study much deeper so I wanted to say something but afraid of being wrong].
Researcher	: "*Tapi kamu mempelajari Bahasa inggris setiap minggu jadi sudah mempelajari lebih dalam harusnya*?" [You have learned English every week, you should study it better].
Interviewee	: "*Iya sudah mempelajari lebih dalam, tapi tetap pusing*" [I studied deeper, but still make me dizzy].
Researcher	: "*Karna memang bukan Bahasa sehari-hari jadinya sulit ya*?" [Is it because it's not a daily language that it's harder to understand?].
Interviewee	: "*Iya..*" [Yes].
Researcher	: "*Apa yang membuat kamu sulit untuk mengungkapkan apa yang ingin diutrakan di depan kelas*?" [What makes it

difficult for you to express what you want to say in front of the class?].

Interviewee	: "*Takut kata-katanya kurang berkenan dihati orang*" [I'm afraid when my word can not be accepted].
Researcher	: "*Kenapa begitu*?" [why comw?].
Interviewee	: "*Takut ketika kita ngomong apa, orang lain nganggepnya apa*" [I'm afraid other people misinterpreted of my words].

Based on the data above, all interviewee answered that they have less of confidence, shyness, and get difficulty to make someone understand what they purpose to say. This reinforces the results of observations that have been taken.

Ways to Overcome the Anxiety

According to Tsiplakedis (2009) there are three ways to overcome the anxiety: establishing a learning community and a supportive classroom atsmophere, teacher-students relation, and teacher immediacy. Teacher have to create a class atmosphere optimally and collaborative, made the rules and norms in the class that have been negotiated with the students, using verbal and nonverbal to get closer to students. The result for this study is students feel more comfortable when have a relationship between teacher and students in the teaching and learning process.

Teacher Immediacy

The data obtained from observations shows that the teachers sometimes slip jokes when the learning process in the classroom. Students also like when the teacher does that and feel more relaxed, this statement is taken during the interview session.

NO	Activities Performed in Teacher immediacy	Yes	No	Note
1.	The teacher slipped a joke when teaching to break the ice.	✓		

Table 4.2 Teacher immediacy

From the table above, the result of the observation was the teacher sometimes

slipped the joke to break the ice in the classroom. The teacher made the atmosphere more relax and comfortable for the students.

To strengthen the data of this observation, the researcher asked the students in the interview section:

Students 1

Researcher : *"Apakah dengan guru yang menyelipkan candaan atau lelucon di depan kelas membuat suasa menjadi lebih relax? Kenapa?"* [Does the teacher who makes jokes in front of the class make you more relax? Why?].

Interviewee : *"Iya, gak ada perasaan tegang saat belajar."* [yes, there is no feeling of tension when studying].

Students 2

Researcher : *"Apakah dengan guru yang menyelipkan candaan di depan kelas membuat suasana belajar relax?"* [Does the teacher who makes jokes in front of the class make you more relax? Why?].

Interviewee : *"Iya, kalau kalau tegang-tegang banget bikin takut, lebih masuk juga"* [yes, when studying is too tense it will scare me, and it will be easier to understand if the learning is relaxed].

Students 3

Researcher : *"Apakah dengan guru yang menyelipkan candaan di depan kelas membuat suasana belajar lebih relax?"* [Does the teacher who makes jokes in front of the class make the atmosphere more relaxed?].

Interviewee : *"Jadinya gak terlalu teganng, santai sedikit-sedikit bisa masuk. Tapi jangan terlalu santai nanti muridnya jadi gaak sopan"* [It's not very tense, and I can understand the material a little, but do not be too free or students don't behave politely].

From the result of the interview, the students told that teacher who slipped a joke during the learning process in the classroom made them more feel comfort and relax to study.

Discussion

After explaining the results obtained from observations and interviews, researchers can analyze the results obtained. This analysis will be divided into two, namely to find out what dominant factors cause anxiety in speaking English in EFL classes, and how to reduce that anxiety.

The Dominant Factors of Students' Anxiety

From the observations made by researcher, students look scared and ashamed when speaking in front of the class. This result is reinforced by the answers from the interviews which show the reasons why they have such fear and shame because they are not confident and nervous when speaking in class. This result is enter into communication apprehension.

Ways to Overcome the Anxiety

Teacher immediacy is one of the best ways that teacher can apply in the classroom to make students more comfortable, relax and enjoy the moment to studying English. From the observation results teachers sometimes slip jokes when the learning process in the classroom. Students also like when the teacher does that and feel more relaxed, this statement is taken during the interview session.

CONCLUSION

Based on the results of observations and interviews showed that three students who participated in this study had anxiety factors, and researchers found the most dominant factor of students' anxiety were communication apprehension factors. The participants had all the anxiety factor that rises from communication apprehension. From the observations that showing participants had the shyness and fear of speaking in front of the class, these results are supported by their answers in interviews about they told had nervous and lack of confidence. These factor is related to the problem in speaking that mention earlier in chapter two, students are often inhibited about trying speak in English because they afraid to make a mistake and to shy to speak in front of other people (Ur, 1996).

Then, we already know what factors make students overcome anxiety, we also have to find ways to reduce that anxiety. The researcher found the way by doing the teacher immediacy that was relationship between the teacher and students in the teaching and learning process. The observations show that the teacher always inserted a joke when the teaching process, and from the interviews of the participants said that the teacher who inserts a joke made students more relax in learning in the classroom, the teachers also motivated students to speak in English.

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