Speaking Anxiety of Students of Parit Baru English Village

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Abstrak

Penelitian ini bertujuan untuk mengetahui jenis dan sumber kecemasan berbicara pada Siswa Bahasa Inggris Desa Parit Baru Kabupaten Sungai Raya Tahun Pelajaran 2021. Penelitian ini menggunakan metode deskriptif kualitatif. Penelitian ini melibatkan sepuluh siswa dari berbagai kelas SD di sekitar Desa Parit Baru. Penelitian ini menggunakan wawancara semi terstruktur dan catatan lapangan sebagai alat pengumpulan data. Pengumpulan data menggunakan observasi tentang perilaku siswa selama di kelas yang mengarahkan siswa menjadi cemas.

Hasil penelitian menunjukkan bahwa jenis kecemasan berbicara siswa English Parit Baru Village adalah sifat kecemasan, dimana beberapa siswa diam ketika guru bertanya kepada mereka, siswa tidak mampu mengungkapkan perasaan, ide, dan pikiran mereka; kecemasan situasi tertentu ketika tutor meminta siswa untuk berbicara mereka kadang-kadang bisa melakukannya, dalam kondisi atau topik lain mereka juga tidak mampu berbicara; kecemasan negara, ketika siswa diminta oleh tutor mereka untuk berbicara tiba-tiba, mereka tidak dapat mengendalikan kegugupan mereka. Selanjutnya sumber kecemasan berbicara dari kecemasan pribadi dapat diatasi dengan aktifnya siswa selama pembelajaran; siswa kecemasan interpersonal membutuhkan motivasi untuk belajar keterampilan berbicara; Keyakinan guru tentang pembelajaran bahasa dapat diwujudkan dengan kesan guru yang baik selama mengajar. Untuk prosedur kelas, kelas perlu santai; tes bahasa yang berasal dari ketakutan, rasa malu, dan keraguan siswa

Kata kunci: Berbicara, Macam-Macam Kecemasan Berbicara, Sumber Kecemasan Berbicara, Siswa Bahasa Inggris Desa Parit Baru.

Abstract

This Research aimed to find out the kinds and sources of speaking anxiety of the Students of English Parit Baru Village, Sungai Raya Regency in the academic year of 2021. This research used the descriptive qualitative method. Ten students from different grades of primary school around Parit Baru village were involved in this research. This research used a semi-structured interview and field note as the tool of collection data. data collection used an observation about students' behavior during class that direct students to become Anxiety.

The result showed that the kinds of speaking anxiety of English Parit Baru Village students were trait anxiety, where several students keep silent when the tutor ask them, students incapable to express their feelings, ideas, and thought; situation-specific anxiety when the tutor ask students to speak they sometimes can do it, in other condition or topics they also incapable to speak; state anxiety, when students ask by their tutor to speak suddenly, they cannot control their nervousness. Furthermore, the sources of speaking anxiety from personal anxiety can be overcome by actively of students during learning; interpersonal anxiety students need any motivation to learn speaking skills; teacher belief about language learning can be manifest by a good impression of teacher during teaching. For classroom procedure, the class needs to be relaxed; language testing derived from fear, shame, and doubt of the students.

Keywords: Speaking, Kinds of speaking anxiety, source of speaking anxiety, English Parit Baru Village students.

INTRODUCTION

The world civilization nowadays in all sectors develops rapidly, with no exception of Education. Through communication devices, people all around the world can connect to their friends from abroad without the limitation of frontier, time, and place. Certainly, all those communications can be effective if someone can communicate foreign language fluently. One foreign language that used by almost the nation since a long time ago is English. In learning a language especially the English language, there are four main skills within it, id *est.* listening, speaking, reading, and writing.

Asysyfa et al., (2019) stated that speaking fluently can show that students get good proficiency in learning a foreign language. Therefore, it can be said that the students achieved good speaking when they enabled themselves to implement conversation easily also communicate fluently.

The research about speaking anxiety was also conducted in the academic year of 2018/2019 by Salamah, (2019) entitled " An Analysis of Students' Speaking Anxiety in Young Learner Classroom Through Small Group Discussion". The result of this study was that less preparation by students during English class was the most factors that cause them to feel anxiety. other research about speaking anxiety also conducted by (Kusumawati, 2018) entitled EFL Students' Speaking Anxiety in Academic Speaking classes which involved 52 participants in Academic Speaking Classes at FLA-UKSW in the academic year of 2018/2019 to uncover the Factors responsible for creating learners' English speaking anxiety. The result showed that Fear of performance in the test situation, fear of being inferior, lack of competence in a foreign language, fear of interaction with proficient speakers, and teacher role in the class become the factors responsible for creating learners' speaking anxiety. The last previous study about speaking anxiety in this research was conducted by Suparlan, (2021) entitled "Factors Contributing Students' Speaking Anxiety" which involves students from 2 classes 42 at MTs. Darul Ishlaj Ireng Lauq Lombok Barat. The result of this research concluded 10 factors that are contributed to students' speaking anxiety such: as being afraid to speak in English, being afraid of teacher consequences, Lack of Self-confidence, Fear of being

less competent than other students, Embarrassment, Insufficient preparation, fear of making mistakes, Limited vocabulary, Habit in using the English language, and Language test.

In this research, the researcher conducted in Parit Baru Village which located in Sungai Raya Regency. The students derived from different school, Grade and ages around Parit Baru Village. From the research that conducted, the students in Parit Baru English Village experienced Kinds and sources of Anxiety. On the other hand, those problems can be overcome by the teacher/tutor through the cheerful condition during the learning process in class, the actively of students during class, students need more motivation to learn speaking skill and make students confident.

METHODOLOGY

The research design carried out in this research is a descriptive qualitative research which investigated English Parit Baru Village students about their anxiety in speaking, causes of their anxiety, and collecting the data that display the importance of depth and detail of the data that have been studied. Descriptive qualitative research is specified to build the important point of the central problem. The problem of English Parit Baru Village Students is speaking anxiety when they are demanded to speak by their tutor. Qualitative research also has fewer objects than quantitative research due to qualitative research priories the data intensity instead of data quantity. so that this research only engaged 10 students for its subject. Winarno, (2013:57) described that descriptive research usually only engaged one variable. That makes descriptive research did not intend to reveal the correlation among variables (Nassaji, 2015). It can be stated through descriptive qualitative research, the researcher obtained the information completely about the speaking anxiety among students in English Parit Baru Village Students.

Before conducting the research, the researcher takes the validity and try out the research instruments to the first group students who engaged in English village to ensure that instruments eligible for students.

In this research, the use of thematic analysis aimed to analyze the data obtained from the field according to Virginia Braun, (2012) thematic analysis is a method for systematically identifying, organizing, and offering insight into patterns of meaning across a dataset. By focusing on the meaning across a dataset, Thematic Analysis gives access to the researcher to know and make sense of collective or shared meaning.

FINDINGS AND DISCUSSION

Concerning the finding of the research, this chapter the research described and analyzed the research findings during the research process to be conducted for English Parit Baru Village Students in the academic year of 2021. It was intended to reveal the research questions of this research. In the finding, the researcher described the process of collecting until presenting the result of the data. Furthermore, in the discussion, the researcher deducted the finding.

1. Kinds of Speaking Anxiety

The kinds of speaking anxiety in this research find out through field notes. The field notes in this research consist of notes about the kinds of speaking anxiety faced by English Parit Baru Village. The field notes in this research were written over four weeks which there was only one meeting per week. The result of field notes is as follows:

1) Trait anxiety, silent when tutor asks them for multiple questions and when tutor asks them to stand up, they incapable to express their feelings, ideas and thought.

2) Situation-specific anxiety, when tutors ask students to speak they sometimes can do it, in other conditions or topics they are also incapable to speak but when they speak to their friends in other conditions such as break time it looks like they have no trouble.

3) State anxiety, when students ask by their tutor to speak suddenly, they cannot control their nervousness. Another expression such confusion, fear, and talk - less.

The meeting lasted for four meetings in collecting the data from the field. Every meeting takes time along an hour. The tutor starts to distribute the material in form of a printed- sheet that going to convey, the material about Greeting, self-introduction, how to introduce their friends, part of the body (singing "Hello" song), Smog, Introducing family members. The material was also conveyed by tutors for two meetings in order to refresh students' minds about what they had. The materials conveying by a tutor in front of students and 4 other tutors sitting next to students in order to assist them to understand what their tutor conveying. The tutor takes turns in every material they have done, every material conveys about 15 minutes. In conveying materials, the tutor for every of students also ask students to fill the blank part of the sheet they had. The blank parts also related to the materials even have similarities to the materials they have to listen to. This part also

becomes the test on the student about their comprehension of materials they have received without saying that a "test" or "exam".

After completing the materials, the tutor asks students to stand up to speak about the material they have done. After each part is completed the tutor invite students to stand up and sing a song about parts of the body in order to avoid their saturation. At the end of the activities, the tutor closes the meeting by asking students to lead prayer in front of their friends, and after that, all the activity ends, every student allows going home.

2. **Sources of speaking Anxiety**

The sources of speaking anxiety in this research were revealed through semi-structured interviews. According to (Kayaoğlu & Sağlamel, 2013) there are six sources of speaking anxiety as described enumerated as follows:

1) Personal anxiety

From the question "apa yang menyebabkan kamu cemas dalam berbicara bahasa inggris?" most students reacted with the anxieties that speak English is the problem for them. Statement from the students as *"… takut salah, karena sepertinya bahasa inggris itu susah, takut disuruh maju sama abang/kakak tutor karena gak bisa menjawab, karena gak memahami banyak mengenai bahasa inggris, karena takut kalau salah berbicara, karena nggak tau dan gak bisa menjawab kakak/abang tutor, takut melakukan kesalahan, karena bahasa inggris susah dipahami, nanti kalau bicara takut salah mengucapkan kata, karena bahasa inggris itu susah…"*

(Respondent: *AP, VV, NA, MRM, MH, MIA, AA, AAW, AR, FA*).

Personal anxiety of the students derived from the overthinking of themselves; moreover the problem can be overcome by students if they actively learn English especially speaking. Other efforts also can be taken by the teacher/tutor through a comfy learning environment in the class. The best way to deal with anxiety for the

students is students need to learn and practice more, the students have to become confident with the speaking skills that they had.

2) Interpersonal anxiety

From the second question " apa yang kamu rasakan ketika berbicara bahasa inggris dengan kawan sekelasmu? " the answer are vary as like *".. malu karena tidak tahu berbicara dalam bahasa inggris, merasakan malu karena takut salah berbicara, saya merasa malu saat berbicara bahasa inggris, merasa tegang saat akan berbicara bahasa inggris,ragu – ragu karena khawatir tidak bisa menjawab, merasa tegang karena nggak tau harus bicara apa, ragu- ragu, malu karena kurang memahami bahasa inggris, saya takut melakukan kesalahan, saya kurang percaya diri …".*

(Respondent: *AP, VV, NA, MRM, MH, MIA, AA, AAW, AR, FA*).

Interpersonal anxiety of the students according to the statements above indicates students need the motivation to learn speaking skills more and become more confident. As students feel shy, afraid of making mistakes indicated that interpersonal become the factor of interpersonal anxiety.

3) Learner belief about language learning

The third question "menurut kamu susah tidak untuk speaking?" students has vary answer as like "…*lumayan susah karena kadang paham kadang tidak paham, susah karena saya tidak bisa berbahasa inggris, susah, karena susah pengucapan bahasa inggris, lumayan susah karena banyak yang tidak saya pahami dalam bahasa inggris, susah, karena saya sangat kurang memahami bahasa inggris,susah sekali karena saya kurang menghapal kata dalam bahasa inggris, susah sekali untuk berbicara,susah karena harus menghapalkan kata yang banyak dulu, menurut saya sangat sulit…"*

(Respondent: *AP, VV, NA, MRM, MH, MIA, AA, AAW, AR, FA*).

Learner belief about language learning has varying react from students, the thought from students can gradually change as the time goes by if the learning process of speaking more comfortable for them. The complexity of English becomes the other factor that leads students to become anxious.

4) Teacher belief about Language Learning

Fourth question is "apa yang kamu rasakan ketika tutor berbicara dalam bahasa inggris?" The students answers are *"...saya agak tegang wkatu tutor berbicara bahasa inggris, saya senang ketika abang/tutor berbicara dalam bahasa inggris, banyak tidak pahamnya, senang aja, kadang paham kadang tidak dengan yang disampaikan, ada ketakutak kalau nnati saya yang diminta selanjutnya, kadang – kadang menyenangkan kadang menakutkan, saya ingin bisa berbicara seperti itu juga takut kalau ada pertanyaan dan gak bisa jawab..."*

(Respondent: *AP, VV, NA, MRM, MH, MIA, AA, AAW, AR, FA).*

A good impression of the teacher/tutor during teaching can determine the students to learn speaking skills. The way how the teacher treated students curing class can determine students to learn more in speaking skills. As (Salamah, 2019) stated English teachers demanded to create the condition in the classroom to become fun so that students can enjoy learning especially speaking skills. The teacher also expected to pay attention to the factors that caused anxiety among students (Siagian. et.al, 2017).

5) Classroom Procedure

Fifth question in interview in this research is "menurut kamu apakah kelas perlu diselimgi dengan candaan? The students answer are *"... perlu, untuk membuat suasana belajar nyaman, , perlu, agar tidak bosan belajar bahasa inggris perlu, biar nggak bosan belajar terus, ya, perlu untuk ada candaan agar tidak menegangkan dan bikin bosan, perlu agar tidak membosankan belajarnya,, perlu biar gak bikin tegang waktu belajar, perlu sih karena bahasa inggris bisa bikin bosan, perlu sih biar ada selingan...".*

(Respondent: *AP, VV, NA, MRM, MH, MIA, AA, AAW, AR, FA).*

The procedure during class going on needs to be relaxed in order to avoid the boring among students, considering English not the main language of students. The teacher should introduce students to the speaking activities (Koran, 2017). Furthermore, (Salamah, 2019) argued that English teachers should manage the class situation and condition more relaxed and fun. The teacher should use a suitable method to motivate students to upgrade their speaking anxiety.

6) Language testing

The last question of interview in this research is " apa yang kamu rasakan saat ditanya oleh tutor?". Students answer are *"...saya malu ketika ditanya oleh tutor, merasakan takut karena berbicara bahasa inggris itu susah, merasakan malu karena kadang nggak tau menjawab pertanyaan, ragu-ragu karena khawatir tidak bisa menjawab, ragu-ragu karena takut salah, takut dimarah abang/kakak tutor, takut gak bisa jawab, kadang khawatir gak bisa jawab, kalau pertanyaannya bisa saya jawab saya biasa saja, kalau susah saya malu karena gak bis ajawab, malu mau jawab karena takut jawaban saya salah..".*

(Respondent: *AP, VV, NA, MRM, MH, MIA, AA, AAW, AR, FA).*

The language testing becomes frightened for the students because of their fear, shame, and doubt when the tutor/teacher asks them. According to (Koran, 2017) interaction is the primary goal for students who learn a language, therefore teachers should design classroom activities aimed to increase students' ability in speaking. Speaking anxiety faced by the students can occur for many reasons as (Isniani, 2018) stated that over self-prediction toward fear, irrational faith, over-sensitivity toward the threat, the sensitivity of anxiety, wrong body signal, low self-efficacy, as the factors of speaking anxiety among students. (Sutarsyah, 2017) stated that students feel anxiety due to their preparation of learning that language; like worrying about the other think of them when they perform for their speaking skills.

Based on the result of interview and class observation, it can be drawn that there are six sources of speaking anxiety and three kinds of speaking anxiety faced by English Parit Baru Village in the academic year of 2021 as like personal and interpersonal anxiety where it derived from students think, moreover the problem can be overcome by students if they actively learn English especially speaking. Another effort also can be taken by the teacher/tutor through a comfy learning environment in the class. Interpersonal anxiety of the students according to the statements above indicates students need the motivation to learn speaking skills more and become more confident; Learner belief about language learning has varying react from students, the thought from students can gradually change as time goes by if the learning process of speaking more comfortable for them; the good impression of teacher/tutor during teaching can determine the students to learn speaking skill; The procedure during

English class going on need to be relaxed in order to avoid the boring among students, also considering English as not the main language of students; and the language testing become the frightened for the students because of their fear, shame and doubt when tutor/teacher asking them. As (Sutarsyah, 2017) in his research stated speaking anxiety can give a negative contribution to the overall students' speaking performance achievement and revealed that nervousness was a dominant factor followed by worry and tension.

Previous studies about anxiety conducted by (Salamah, 2019) entitled An Analysis Of Students' Speaking Anxiety In Young Learner Classroom Through Small Group Discussion, which suggested that the teacher or tutor should realized that students' speaking anxiety might occur in the English class, to deal with that problem the students need to manage the situations during class become more relax and fun by using the appropriate method to motivate students so that can motivate students to enhance their ability in speaking. This suggestion also related to this research which has the same categorize in subject of research namely young learner students that experienced the same problem in learning speaking skill.

The kinds of speaking anxiety of students in English Parit Baru Village were trait anxiety; silent when tutor ask them for multiple questions and when tutor ask them to stand up, they incapable to express their feelings, ideas and thought; situation-specific anxiety, when tutor ask students to speak they incapable to do it, in other condition or topics they also incapable to speak but when they speak to their friends in other condition such break time it looks like they have no trouble; and state anxiety, State anxiety, when students ask by their tutor to speak suddenly, they cannot control their nervousness. Another expression such confusion, fear, and talk - less. Previous research on speaking anxiety has been carried out by several researchers and the different findings from other researchers were research subjects of this research where the students derived from different grade and school around Kubu Raya Regency.

CONLUSION

According to the findings and discussion in the previous chapter, this research attempt to assists the students in case of speaking anxiety by finding what kinds of speaking anxiety

and what sources of speaking anxiety are faced by English Parit Baru Village Students in the academic year of 2021. Kinds of speaking anxiety faced by English Parit Baru village Students were trait anxiety, situation-specific anxiety, and state anxiety. Furthermore, the sources of speaking anxiety from personal anxiety can be overcome by actively of students during the learning process also by teacher/tutor when the class situation is comfy. From interpersonal anxiety, students need any motivation to learn speaking skills so that students can be more confident. Teacher belief about language learning can be manifest by a good impression of teacher during teaching. For classroom procedure, the situation in the class needs to be relaxed due to English not the main language of students. The last about language testing derived from fear, shame, and doubt of the students when tutor/teacher asking them.

It is important for future researchers who want to conduct similar research related to the problem in this research to enrich their literature by using this works. By preparing the learning materials goodly, it is not impossible to assists students in overcome their anxieties.

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