

**The Descriptive Study on Students' Anxiety in Speaking Class at
English Educational Department of Pgrri University of
Banyuwangi in the Academic Year 2017/2018**

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Abstract

This study is aimed at describing the factors that cause students' anxiety in speaking class and the strategies used by the students to overcome it. This research is categorized as descriptive qualitative research. It involved all the students of English educational department of PGRI University of Banyuwangi in the academic year 2017/2018 as the subjects of the research. The instruments were the observation sheets, reflection sheets, and a voice recorder. The data were collected through observations and interviews with the students and English speaking lecturer. The researcher also made data categorization before formulating the findings. The findings of the study describe five factors that cause anxiety. The first factor is fear of making mistakes. The mistakes that commonly happened here are on pronunciation, grammar, and vocabulary. The second factor is the speaking tasks which demands classroom presentation. It is also related to students' lack of confidence, preparation, and practice. The third is students' self perceptions. The factor is about students' thought and estimation towards their own capability in mastering the speaking skill which can influence their speaking performance. The next is gap of competence. The factor is dealing with students' competence in English compared with others. The last is the role of the English speaking lecturer. It is related to lecturer' ability to maintain suitable classroom activities for the students because it will affect the psychological condition of the students as well. The study also found some strategies used by students to cope with their anxiety. Those strategies are memorization, cognitive, and affective strategies.

Keyword: Students' anxiety, speaking strategies, causes of anxiety, speaking performance.

A. Introduction

Salem and Dyiar (2014:170) argue that speaking is an important skill as it is considered the bridge that connects people talking the same language. It helps people to express their thoughts, ideas, feelings and emotions to others. Nunan (1991:39) states that speaking is one of the key aspects of learning second or foreign language. Moreover, he notes that the success of learning the language is measured in terms of the ability to carry out conversation in the

target language. It can be said that being able to speak fluently is essential for students' skill to communicate either in the classroom or outside.

Speaking is important that students have to master. Those who do not have good speaking ability are going to get difficulties in expressing ideas. For example, students get difficulties when they ask their teacher or friends about some materials that they do not understand. Mastering speaking is often related to students' activity in the classroom. The more students master speaking the more active they are in their class. In this case, when teacher find his/her students are not active in speaking class, they indicate low capability and also motivation, whereas they just experience anxiety. In fact, many students have mastered speaking but they still experience anxiety when they speak in front of the class.

Anxiety that occurs in daily life also occurs in speaking class. According to Khusnia, (2016:42) anxiety is related to self-focused, negative and anxious cognition during interaction. In foreign or second language learning process, anxiety is defined as specific negative reaction experience mainly in second or foreign language learning contexts. According to Indrianty, (2016:29) language anxiety is viewed as one of the hindrances for language learners on their successful achievement in a high level of proficiency in foreign language.

Speaking anxiety has to do with fear, which in most cases has been developed from bad prior experiences. It is frequently suggested that children who are not encouraged to speak earlier stage, they also create weak communication pattern. Becoming silent in early stage also contributes limited opportunities to practice oral skills. When students that are not used to speaking out are confronted with schools' challenging requirements in oral proficiency, their inhibition often results in silence and withdrawness (Basic, 2011:9). This situation drags them into a silence that becomes more and more difficult to break since it contributes to a role as "the quiet one" in class. Speaking anxiety creates a low self-confidence which makes students remain quiet in all situations, even if they have capacity to express themselves and knowledge that is worth hearing (Lanerfeldt, 1992:53 in Basic, 2011:4)

Many studies have found that anxiety also has several benefits. One of them is Dobson (2012). The result of the study found that anxiety actually helps students to be more ready when they face challenges. For example, students who experienced some anxieties actually they improve their performance on. Likewise, some degrees of anxieties in those who have good working memory may actually enhance performance on cognitive tests. For instance, anxiety may assists students in putting extra effort into work or personal tasks, making a good impression, or moving towards their goal. When considering their own anxiety, they will try to think of ways that they can use it to inspire their growth and self-improvement.

Based on the explanation above, the researcher is eager to do a research entitled "The Descriptive Study on Students' Anxiety in Speaking Class at English Educational Department of PGRI University of Banyuwangi in The Academic Year 2017/2018".

B. Research Method

1. Research Design

Considering the purpose of the research and the nature of the problem, this research is a descriptive qualitative research because the objectives are observing and finding the information as many as possible of the phenomenon. According to Ary et al (2010:29) qualitative researchers seek to understand a phenomenon by focusing on the total picture rather than breaking it down into variables. The goal is a holistic picture and depth of understanding rather than a numeric analysis of data.

The researcher applied a grounded theory approach in order to analyze the data. Grounded theory research is designed to develop a theory of social phenomena based on the field data collected in a study. Experience with the data generates insights, hypotheses, and questions, which researchers pursue with further data collection (Ary et al 2010:30).

Grounded theory is typically presented as an approach to do qualitative research, in that its procedures are neither statistical, nor quantitative in some other way. Grounded theory research begins by focusing on an area of study and gathers data from a variety of sources, including interviews and field observations. Once gathered, the data are analyzed using coding and theoretical sampling procedures. Coding is a process of simultaneously reducing the data by dividing it into units of analysis and coding each unit (Tanveer, 2017:38) When this is done, theories are generated, with the help of interpretive procedures, before being finally written up and presented.

2. The Research Area

The purposive method is used to determine the research area. Arikunto (2002:138) states that purposive method is a method employed in choosing a research area based on certain purpose. This research is conducted in Speaking Class at English Educational Department of PGRI University of Banyuwangi in The Academic Year 2017/2018”.

3. The Research Respondent

The subjects in this research were the students of English Educational Department of PGRI University of Banyuwangi in academic year 2017/2018.

4. Data Collection Method

Data collection is fundamental element in useful data production which is able to be analyzed and based on empirical research that's proven by implemented theory. Considering the constraints, like limited time period, it was considered most appropriate and beneficial to carryout in-depth interview in order to reach the core of the matter rather than administrating questionnaires. Furthermore, written questions are somewhat rigid in nature and the complete lack of personal contact prohibits verifications of views and knowledge (Tanveer, 2017:34). In-depth

interview is a qualitative research technique that involves conducting intensive individual interviews with a small number of respondents to explore their perspectives on a particular idea, program, or situation Boyce and Naele (2006 in Herwanto 2013:38)

The reason behind the use of interview as a data collection tool was that it can provide access to things that cannot be directly observed, such as feelings, thoughts, intentions, or beliefs. Through this method, the researcher asked the subjects about their feeling, anxiety, difficulties they face, and other factors that might lead the students to anxiety. To support the data, the English Speaking lecturer were also involved as the participants in the study. Then, the conversation during the interview was recorded with a voice recorder. In this research, researcher adopted the interview questions form Tanveer, (2007).

To gain more information, the researcher made observation in the speaking class. The researcher also gave the reflection questions to students in order to find out which students who feel anxious when they were performing in the speaking class. The data from the observation and reflection were needed to support the preparation of recording the interview.

In order to get the data from the field, firstly, the researcher observed teaching learning process in the speaking classroom. The results of the activity were in the form of field notes. Secondly, the researcher conducted in-depth interviews with all the English Educational Department students of PGRI University of Banyuwangi in the academic year 2017/2018 to verify the data from the field notes. To support the taken data, the researcher conducted in-depth interviews with the English speaking lecturer as well. After that, researcher was looking for the patterns among the subjects based on the interview transcriptions before group them into several categories. Next step, the focus was sharpened and moved by putting it in its previous category or moving it into another category. The last but not least, the researcher analyzed the results of the observations and in-depth interviews. The data analysis covered categorization of the collected data, choosing and deciding research focus, sharpening the research focus and selecting some categories as substantive theories.

5. Data Analysis Method

The data of this research was analysed and interpreted following the grounded theory data analysis techniques and procedures.

1. Problems Formulating

The problem formulation in grounded theory research was arranged in stages. The formulation of the problems at the initial stages was broader and used in the process of collecting data. After the broader data has been collected, then the problems formulation was narrowed and focused with the purpose of the research. The problems formulation focus in this research were the factors cause speaking anxiety of the students in speaking class and the strategies used by students to cope with their

anxiety.

2. Data Collecting and Sampling

Data collecting of grounded theory was directed by theoretical sampling. Which means that the sampling was based on theoretically relevant constructs. It enables the researcher to select subjects that maximize the potential to discover as many dimensions and conditions related to the phenomenon as possible (Strauss & Corbin, 1998). In this research, the researcher observed teaching learning process in the speaking classroom. The results of the activity were in the form of field notes. Then, the researcher conducted in-depth interviews with all the students to verify the data from the field notes. To support the taken data, the researcher conducted in-depth interviews with the English speaking lecturer as well.

3. Coding

Coding is a process of simultaneously reducing the data by dividing it into units of analysis and coding each unit (Tanveer, 2017:38). The raw data that emerged from subjects' experience about their anxiety in speaking class was reduced into units of analysis on the basis of common themes and by analyzing the language patterns of the subjects. Researcher was looking for the patterns among the subjects based on the interview transcriptions before group them into several categories. These units were codified by giving them suitable headings. After that, theories were generated, with the help of interpretive procedures, before being finally written up and presented.

C. Conclusion

The study found several problems related to the factors that cause students' anxiety in speaking class of PGRI University of Banyuwangi in the academic year 2017/2018. There are several factors that affect students' anxiety in speaking class. The first factor is fear of making mistakes. The mistakes that commonly happened here are on pronunciation, grammar, and vocabulary. The second factor is the speaking tasks which demands classroom presentation. Students feel anxious when the activities in the speaking class demand them to speak in front of the classroom participants or when dealing directly with the English speaking lecturer. They were afraid if their weaknesses are being exposed in front of the audience. It is also related to students' lack of confidence, preparation, and practice. The third is students' self perceptions. The factor is about students' thought and estimation towards their own capability in mastering the speaking skill which can influence their speaking performance. The next is gap of competence. The factor is dealing with students' competence in English compared with others. The last is the role of the language teachers. It is related to teachers' ability to maintain suitable

classroom activities for the students because it will affect the psychological condition of the students as well. The study also found some strategies use by students to cope with their anxiety. Those strategies are memorization strategy, cognitive strategy, and affective strategy.

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