

**SPEAKING ANXIETY IN A FOREIGN LANGUAGE
SPEAKING CLASS IN A PRIVATE UNIVERSITY:
STUDENTS' AND TEACHER'S PERSPECTIVES**

SKRIPSI



by

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YOGYAKARTA**

2022

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Presented as partial fulfilment of the requirements
for the degree of *Sarjana Pendidikan (S.Pd.)*
in English Language Education Department

by

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ENGLISH LANGUAGE EDUCATION DEPARTMENT

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UNIVERSITAS KRISTEN DUTA WACANA

YOGYAKARTA

2022

APPROVAL PAGE

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Yogyakarta, 10th May 2022

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STATEMENT OF ORIGINALITY

I honestly declare that this *Skripsi* does not contain the work or parts of the work of other people, except those cited in the quotations and the references.

Yogyakarta, 10th May 2022

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ACKNOWLEDGMENT

First and foremost, praise and honour to the Almighty God for His endless mercy and abundant blessings throughout my life especially for the completion of this *Skripsi*, so I could finish this study successfully.

I would like to express my sincere gratitude to my *Skripsi* advisor, Dr. Fransisca Endang Lestariningsih, M.Hum., for her guidance, support, and knowledge. I would not be able to finish my *Skripsi* without her help and motivation.

I am immensely grateful to my family for all of their love, prayers, and encouragement. I am eternally thankful to my beloved parents, John and Meta, who constantly work hard and support me in all circumstances. I would also want to thank my brothers, Norman and Andreas, who have always been the source of comfort and inspiration for me.

I would like to thank my high school friends, Annabelle, Chelsia, Cindy, Nakia, Richard, Theresia, Wulan, Yohanes, and Yongki who have always supported me since high school student until now. I am also very grateful for my friends, Anna, Aretha, Audrelia, Ika, Nita, and Yenni, who have always accompanied me and being my “home” in Yogyakarta.

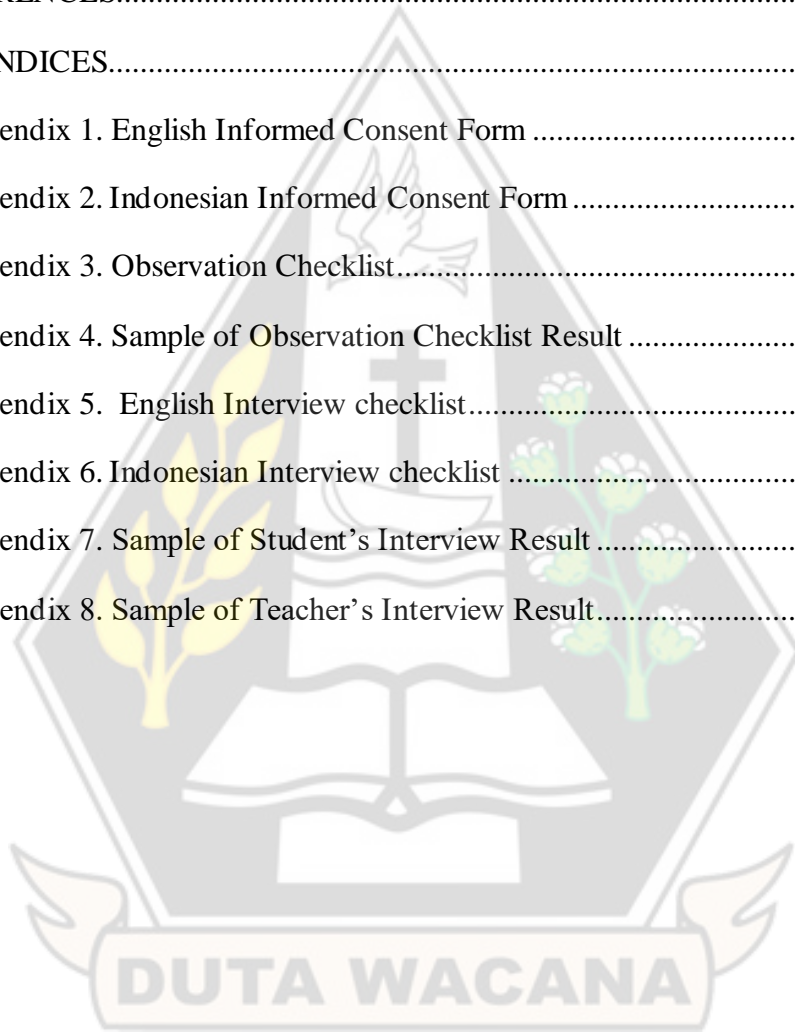
Finally, I would like to express my deep gratitude to my best friends, Cindy, Eunnike, Reni, Sriel, and Thesalonika, who have been with me since the first day of first semester at university. I could not have undertaken this journey without their love, patience, and support during the university life.

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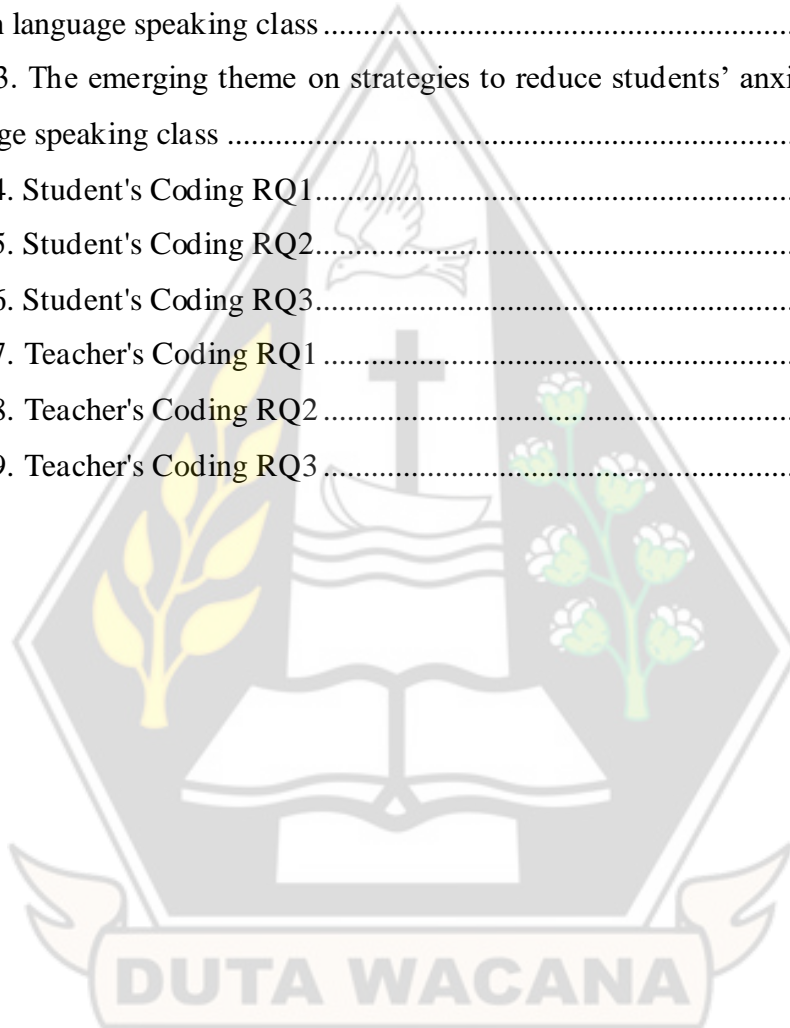
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ABSTRACT

Nababan, E. M. (2022). *Speaking anxiety in a foreign language speaking class in a private university: Students' and teacher's perspectives* (Unpublished Undergraduate Thesis). Universitas Kristen Duta Wacana: Yogyakarta, Indonesia.

The aims of this study were to investigate the extent of students' speaking anxiety in a foreign language speaking class, the source of speaking anxiety, and strategies to reduce students' speaking anxiety, through students' and a teacher's view. This study was conducted with qualitative method, which included observation and interviews. First, the observation was done to choose six students as the interviewees with three categories according to students' speaking ability, which are high, medium, and low level. Afterward, six students and one teacher of the speaking class were interviewed to answer the research questions. From the interview, it showed that students still experienced anxiety even though they had learned English since elementary school and joined extra courses or English competitions. Furthermore, students felt anxious because they found huge gap between learning in school and in university. Related to the source of students' speaking anxiety, it was from the internal factor which formed inside themselves, like shyness, fear of being laughed at, or lack of confidence. Another factor influencing students' speaking anxiety was peer pressure from peers who were likely more fluent than the students. The strategies to reduce students' speaking anxiety from students' view were by practicing and motivating themselves. From the teacher's perspective, the best strategy to lessen speaking anxiety were providing counselling session and used Flipgrid as a platform to collect speaking video tasks. In addition, this study could help teachers in handling students' speaking anxiety, particularly in the pandemic era.

Keywords: Speaking anxiety, foreign language speaking class, students' views, teacher's view

INTISARI

Nababan, E. M. (2022). *Speaking anxiety in a foreign language speaking class in a private university: Students' and teacher's perspectives* (Unpublished Undergraduate Thesis). Universitas Kristen Duta Wacana: Yogyakarta, Indonesia.

Tujuan dari penelitian ini adalah untuk mengetahui sejauh mana kecemasan berbicara siswa di kelas berbicara bahasa asing, sumber kecemasan berbicara, dan strategi untuk mengurangi kecemasan berbicara siswa, melalui pandangan siswa dan guru. Penelitian ini dilakukan dengan metode kualitatif yang meliputi observasi dan wawancara. Pertama, observasi dilakukan untuk memilih enam siswa sebagai narasumber dengan tiga kategori menurut kemampuan berbicara siswa, yaitu tingkat tinggi, sedang, dan rendah. Setelah itu, enam siswa dan satu guru diwawancarai untuk menjawab pertanyaan penelitian. Dari hasil wawancara menunjukkan, bahwa siswa masih mengalami kecemasan meskipun telah belajar bahasa Inggris sejak sekolah dasar dan mengikuti kursus tambahan atau kompetisi bahasa Inggris. Selain itu, siswa merasa cemas karena mereka menemukan perbedaan yang besar antara pembelajaran di sekolah dan di universitas. Sumber kecemasan berbicara siswa, ialah dari faktor internal yang terbentuk dalam diri mereka, seperti rasa malu, takut ditertawakan, atau kurang percaya diri. Faktor lain yang mempengaruhi kecemasan berbicara siswa adalah tekanan teman kelas yang cenderung lebih fasih daripada siswa. Strategi untuk mengurangi kecemasan berbicara siswa dari pandangan siswa adalah dengan berlatih dan memotivasi diri mereka sendiri. Dari sudut pandang guru, strategi terbaik untuk mengurangi kecemasan berbicara adalah dengan memberikan sesi konseling dan menggunakan Flipgrid sebagai platform untuk mengumpulkan tugas video berbicara. Selain itu, penelitian ini dapat membantu guru dalam menangani kecemasan berbicara siswa, khususnya di era pandemi.

Kata kunci: *Kecemasan berbicara, kelas berbicara Bahasa asing, pandangan siswa, pandangan guru*

CHAPTER I

INTRODUCTION

In this chapter, there are four subheadings to be discussed. The subheadings are research background, research questions, research objectives, and research benefits.

A. Research Background

English plays a key role in the educational system and national life (Patel & Jain, 2008). This is evident in the increasing number of the use of English in academic context. Students' intellectual, social, and emotional growth are all influenced by their ability to communicate in English (Tridinanti, 2018). It means that English is needed everywhere and every time due to the rising number of English users. In addition, the increasing number of the appliance of English language in academic places shows that English is an important subject to be taught. As stated in Pandey and Pandey (2014) that it is not only for education, English's prominence is partly a response to the need for employability; many industries demand people who are able or even proficient in English. In this modern world, communication skills are essential, and people must have mastery over these skills to get success in their respective fields. These days, there are more and more occupations that require the ability to communicate fluently in English. Therefore, good English communication skills play a vital role to get ahead in this modern world. In line with it, Rao (2019) posited that speaking is the most important skill among all the four language skills in order to communicate well in this global world.

Anxiety is one of the most negative affective variables that hinders students from learning a foreign language successfully (Park & Lee, 2005). Thus, learner's performance and achievement in class can be hampered because of the learner's nervousness and fright. Park and Lee (2005) also stated that one of the main

factors of anxiety is self-confidence which involves judgments and evaluation of learner's performance. As a result, anxiety is one of the most frightening issues that learners experience in class (Qureshi, 2007). There are several research conducted about speaking anxiety. Early studies in this field focused on the relation of speaking skill, anxiety, the performance result and some of anxiety scales like Foreign Language Classroom Anxiety Scales (FLCAS) (Asyfyfa et al., 2019; Horwitz et al., 1986; Onwuegbuzie et al., 1999; Suleimenova, 2013; Woodrow, 2006; Yaikhong & Usaha, 2012). Even though recent studies have investigated about the relation of speaking and anxiety, this study was more focused on speaking class that was conducted online because of the COVID-19 pandemic. Online learning has changed various things in the world of study (Fitriani et al., 2020). Online speaking class will also be more challenging than the usual face to face or synchronous class. A study conducted by Ariani and Tawali (2021) discovered the problem students experienced in online learning. They mentioned that students had issues in understanding the teacher's material and had difficulty in accessing the online learning as well as the difficulty in supplying learning equipment and supporting facilities. Additionally, a study by Fitriani et al. (2020) also revealed that students were unable to improve their speaking skills through online learning. They said that students prefer to study in an actual classroom rather than an online classroom as offline class is more interesting. Therefore, it shows that speaking anxiety in the pandemic era increases dramatically.

In this research, the participants were from an English Language Education Department that took the Interactional Speech class. This class required a lot of speaking skills, as students interacted with others and performed alone in front of their classmates. Thus, students' anxiety in speaking can be investigated through that case in the Interactional Speech class. Katz (2000) stated that public speaking anxiety is common among university students and even the overall public. In addition of that, the participants in this study were from first semester students of English Language Education Department that took Interactional Speech class. In

general, first-year students tend to be nervous and anxious as university is a new environment for them. Not only the environment, but students might also be afraid because of the new knowledge they gain in the first semester. Hasibuan & Irzawati (2020) on their study about speaking anxiety among freshmen revealed that students experienced speaking anxiety. Furthermore, it is shown that students with high speaking proficiency also faced anxiety in the class (Hasibuan & Irzawati, 2020). Moreover, this study investigated the speaking anxiety not just from the students' point of view, but also from the teacher's perspective.

There are various research that studied about students' anxiety in speaking, but mostly they collected the data with quantitative method (Atas, 2015; Batiha et al., 2016; Kusumawat & Fauzia, 2019; Raja, 2017; Tallon, 2009; Woodrow, 2006). The difference between this research and the previous research is this research focused on students' anxiety in a specific class, which is Interactional Speech, that used speaking skill the most in the class. Moreover, this research used qualitative method, to discover about students' anxiety deeper and detailed. Qualitative method is a catch-all term for methods and approaches that are not "measurable" (Eshlaghy et al., 2011). By using qualitative method, the research data were obtained by interview and observation. Comparing to quantitative method, Borrego et al (2009) stated that qualitative research concentrate on particular groups so that their focus is more meticulous and detail. The main purpose of qualitative research methods is to observe phenomena from the participants' point of view and on important and particular considerations (Eshlaghy et al., 2011). In addition, this research paid more attention to the phenomena from the view of the participants specifically, which differ this research from other quantitative speaking anxiety studies.

B. Research Questions

This research has three major concerns related to speaking anxiety in the foreign language speaking class of Interactional Speech class. Therefore, this research seeks to answer the following three research questions:

1. To what extent do students experience anxiety in a foreign language speaking class?
2. What are some possible sources of students' anxiety in a foreign language speaking class?
3. What strategies are used to reduce students' anxiety?

C. Research Objectives

By conducting this research study, it is intended to investigate three points:

1. Find the extent of students' speaking anxiety.
2. Find the possible sources of students' anxiety in a foreign language speaking class.
3. The strategies that can be used to reduce students' anxiety.

D. Research Benefits

This research is expected to be beneficial for students, teachers, and other researchers as the following points:

1. Teachers

This study helps teachers in understanding why students experience speaking anxiety in speaking classes, particularly Interactional Speech classes. This research also enables teachers in understanding and implementing some strategies for reducing students' fear of speaking.

2. Students

This study helps students in determining the source of their worry and finding solutions to their speaking anxiety in the class.

3. Other Researchers

This study could be used as a reference or another point of view by other researchers who are conducting research on the issue of speaking anxiety or other educational topic. This study can also help other researchers

improve their understanding of the topic, especially when new problems with speaking anxiety might be discovered throughout the pandemic era. Thus, the study helps other researchers to have more insights about anxiety in speaking class during pandemic.



CHAPTER V

CONCLUSION

This chapter presents the summary of the study, implications and contributions, limitations, and future studies.

A. Summary

Three aims of this study were to investigate how students and teacher viewed speaking anxiety, what caused it, and the solutions to minimize it. Observation and interview were held to choose the interviewees and searched for the themes. The first research question revealed two themes showing that students experienced anxiety although they have learned English since elementary school and they found differences in learning between high school and university that triggered their speaking anxiety. The second research question revealed the causes of speaking anxiety were mainly internal factors like shyness, lack of confidence, and communication apprehension. Peer pressure was also one of the dominating factors of students' anxiety. The third research question investigated on how to reduce speaking anxiety. From students' view, practice and self-motivation were useful to lessen their anxiety. While the teacher's ways to reduce anxiety were giving consultation and using Flipgrid for uploading their speaking task videos. By using Flipgrid, students' videos can only be accessed by the teacher and other students in the class.

B. Implications and contributions

In regards of the findings, there are several implications that can impact and benefit educational field. From the result of the study, it is found that the students were experiencing speaking anxiety even though they have learned English in school. Furthermore, students experienced differences when learning between in

school and university, as it was their first semester in the university. Thus, teachers can explain rules and general descriptions of instructional learning process in a university, and describe the learning strategies in speaking; therefore, the students are well-prepared. By raising the awareness, students can get used to the university environment and not startled by the difference between school and university. The findings showed that the internal factor of the students and the pressure of the peers were two of the main sources of the anxiety. Teachers hold a vital role in students' fear of speaking. Teachers can be a mentor that accompany and motivate students to overcome their anxiety, so they are more confident and can work in a group bravely. Moreover, teachers can open consultation and use Flipgrid as a platform to collect students' videos instead of public video sharing like YouTube.

Additionally, this study contributes to the study of speaking anxiety from the perspectives of students and a teacher, particularly at the university level in the Indonesian context. This study would provide qualitative data on speaking anxiety that may be utilized as a foundation for future research on the same or similar topics. This can be a resourceful reference, because this study investigated the first-semester students who were enrolled in an online speaking class due to the COVID-19 pandemic. Moreover, because this study used a qualitative approach, it provides an in-depth perspective and information on the extent of speaking anxiety among freshmen and the teacher in an online speaking class.

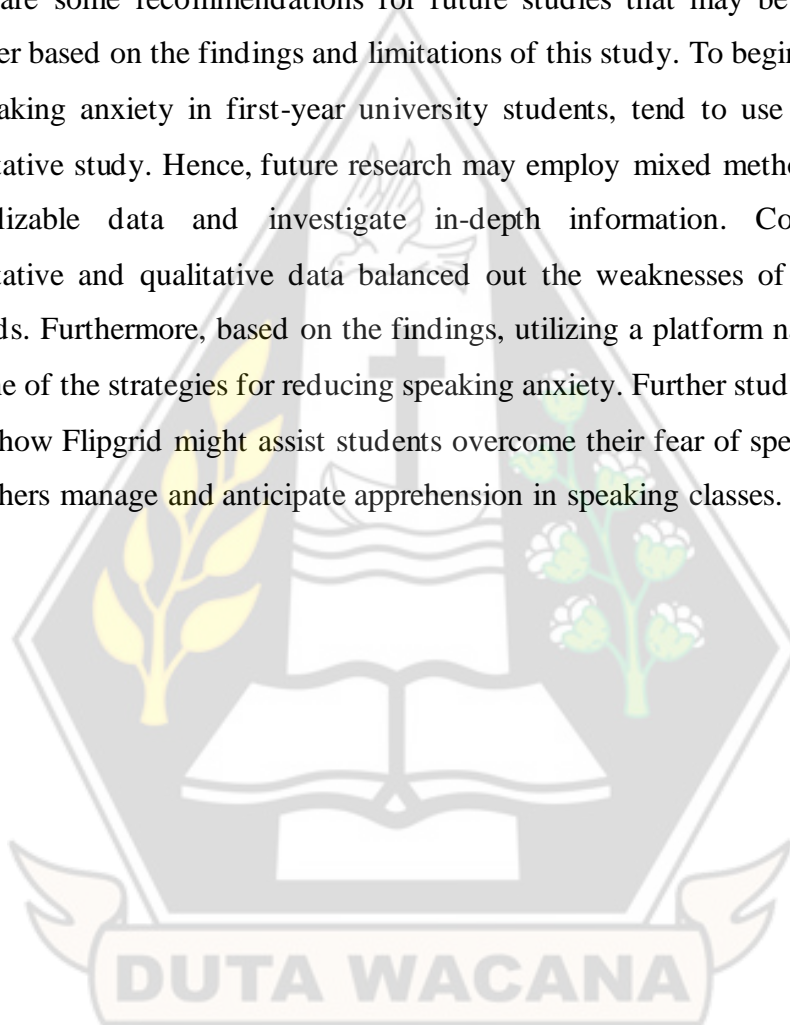
C. Limitations

Despite the implications and contributions, there are some limitations in this study that can be used as a consideration for future studies. Because of the pandemic and distance learning, the observation for this research was done by teleconference. Therefore, the researcher could not observe the atmosphere of the class and students' facial expressions. It was because students did not open their camera during the class. Moreover, the findings of this qualitative study cannot be generalized since it might be not relevant to other contexts. Lastly, this study was

completed in a short amount of time; therefore, it may lack additional in-depth information, such as an examination of the students' body language and expressions.

D. Future studies

There are some recommendations for future studies that may be beneficial to consider based on the findings and limitations of this study. To begin with, studies of speaking anxiety in first-year university students, tend to use qualitative or quantitative study. Hence, future research may employ mixed methods to analyse generalizable data and investigate in-depth information. Collecting both quantitative and qualitative data balanced out the weaknesses of each type of methods. Furthermore, based on the findings, utilizing a platform named Flipgrid was one of the strategies for reducing speaking anxiety. Further study is warranted to see how Flipgrid might assist students overcome their fear of speaking, as well as teachers manage and anticipate apprehension in speaking classes.



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