

Students' English Language Anxiety In Indonesian EFL Classroom

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ABSTRACT

Foreign Language Anxiety is considered as one of factors that might hinder learners to perform well during the learning process in English as a Foreign Language classroom. The objectives of this study was to explore Factors causing language anxiety of EFL students in classroom presentation and students' strategy to overcome their language anxiety in EFL classroom presentation. This research applied qualitative case study research method. The participants of this research were the students of English education department of under graduate Program of State Islamic University of Alauddin Makassar. The data were obtained from the questionnaire, classroom observation and interview. Based on the result of the study showed the factors causing language anxiety of EFL classroom presentation, those are: Psychological factors and Linguistics factors. Which is the Psychological factors consist of nervousness, fear of making mistake, lack of confident, and shyness and Linguistics factors consist of poor of pronunciation and lack of proficiency. This also delivered a student's ways to overcome their language anxiety, those are pedagogic strategy and digitalizing Strategy.

Informasi Artikel

Kata Kunci:

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ABSTRAK

Kecemasan Berbahasa Asing dianggap sebagai salah satu faktor yang mungkin menghambat pembelajar untuk tampil baik selama proses pembelajaran di kelas Bahasa Inggris sebagai Bahasa Asing. Tujuan dari penelitian ini adalah untuk mengetahui Faktor-faktor penyebab kecemasan berbahasa siswa dalam presentasi kelas Bahasa Inggris sebagai Bahasa Asing dan strategi siswa untuk mengatasi kecemasan berbahasa mereka dalam presentasi kelas Bahasa Inggris sebagai Bahasa Asing. Penelitian ini menggunakan metode penelitian studi kasus kualitatif. Partisipan penelitian ini adalah mahasiswa Jurusan Pendidikan Bahasa Inggris Program Sarjana Universitas Islam Negeri Alauddin Makassar. Data diperoleh dari angket, observasi kelas dan wawancara. Berdasarkan hasil penelitian menunjukkan faktor-faktor penyebab kecemasan berbahasa pada presentasi kelas Bahasa Inggris sebagai Bahasa Asing, yaitu: Faktor psikologis dan faktor Linguistik. Yang mana faktor Psikologis terdiri dari kegugupan, takut melakukan kesalahan, kurang percaya diri, dan rasa malu. Sedangkan faktor Linguistik terdiri dari pengucapan yang kurang baik dan kurangnya kemahiran berbahasa. Pada penelitian ini juga terdapat strategi siswa dalam mengatasi kecemasan berbahasa mereka, yaitu dengan pendekatan pedagogi dan penggunaan alat-alat digital.

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1. INTRODUCTION

Presentation skills are extremely useful both in and outside the classroom. After completing a project, a presentation is a channel for students to share with others what they have learned, the presentation is a very practical way to revise and extend book, pair and group work. The audience can also be set a task, for example, a set of questions to answer on the presentation, which is a way of getting students to listen to each other or as usually we called a discussion section.

Nevertheless, in a classroom presentation generally there are still silent and passive students, who cannot express their points of view. These students can learn by hard their speech, but they still are not able to state their own opinion, they memorize information without understanding. Tanveer (2007) stated that those kinds of activities may make students feel anxious speaking in the foreign language.

Language anxiety is a complicated psychological phenomenon related to language learning (Young, 1991). Language anxiety has been studied from different perspectives and ways. A large number of studies have investigated the relationship between language anxiety and language performance; anxiety and students' language levels; anxiety and learning styles and strategies; anxiety and teaching approaches; anxiety and gender; anxiety and native language skills. (MacIntyre & Gardner, 1991).

The findings of all these studies have provided useful information about language anxiety in language learning and performance which have helped students and teachers see students' problems in language learning (Alpert & Haber, 1960). However, in a certain situation language anxiety frequently appears when students are asked to perform in front of the class or in classroom presentation.

A number of studies have examined the same variable which is about English language anxiety in university and second language learners. Similarly, the present researcher also conducted a research about English language learning anxiety. This study has different concern from the previous research study, where this study will explore English language learning anxiety in university level specially in classroom presentation, which has bigger subject, with complex background; students who have different personal trait, who lead them to show different reason of reluctance to participate in classroom presentation. This gap needs to be covered by conducting this research with the main purpose to explore the cause of students' anxiety to participate in EFL classroom presentation and to know the students' strategy to overcome with their anxiety in EFL classroom presentation.

2. METHOD

This research employed qualitative research design to explore the types of students' language anxiety, factors causing students' language anxiety and students' strategy to overcome their language anxiety in classroom group presentation. The subject of this research were a students of English Department, UIN Alauddin Makassar.

To get the data, the researcher applied two instruments, namely questionnaire and interview. The researcher distribute questionnaire to the students related to the students level of language anxiety and then interviewed 9 students who were indicated have anxious, this interview related to the factor causing language anxiety and students strategy to overcome language anxiety . The data from questionnaire were analyzed by using Oetting's Scale and the data from interview analyzed by using interactive model of data analysis consisting of

data collection, data display, data condensation, and conclusion-drawing/verifying (Miles, Huberman & Saldana (2014).

3. RESULT AND DISCUSSION

After analysing the interview, the data are presented below based on the order of research questions;

Factor causing foreign language anxiety of the students in EFL classroom. The researcher found some factors causing the students to feel anxious in their EFL classroom, namely psychological factor consist of four kinds first nervousness second Fear of making mistake third Lack of confidence fourth Shyness and Linguistic Factor consist of four kinds first poor of pronunciation second lack of proficiency third lack of vocabulary four Grammar.

The next [finding of this study is students' strategy to overcome their language anxiety in classroom presentation. Based on the interview results, the researcher found that some students applied some strategy to overcome their anxiety in EFL classroom presentation. Those are: pedagogic strategy and digitalizing strategy, those kinds of strategy that the students' applied before the classroom group presentation and during the classroom presentation. Before the presentation the students applied pedagogic strategy that consists of well preparation, using common word, providing note, and during the presentation activities the students applied digitalizing strategy which was the students using some electronic devise to help them when they were performing their materials.

Based on the previous result, the researcher found some factors that causing foreign language anxiety in classroom presentation those are: psychological factor, and Linguistics factor.

The first finding from factors causing the students to feel anxious in EFL classroom was psychological factor which was the researcher divided into four items: Nervousness, fear of making mistake, Lack of confidence, and Shyness.

The first Fear of making mistakes. According to Ur, Penny (2000), Learners are often inhibited about trying to say things in a foreign language in the classroom, worried about making mistakes, fearful of criticism or loosing face, or simply shy the attention that their speech attracts. Fear of making mistakes is one the reasons of why students are not able to communicate with use of English and feels anxious. Students fear to make mistakes increase especially when they speak to a critical audience. At the college level, especially for graduate program students, they are generally the critical audience. In this case, the student was anxious for she was afraid of making mistakes in front of her examiners and the students as the audiences where they are supposed as the critical audiences. As it can be seen in many extracts, for example in extract 22, where the student said "Eee..ya..kalau dibilang khawatir saya cukup khawatir, takut nanti ketika presentasi itu banyak eee...kesalahan yang akan saya lakukan". ["Eee...yes..if I was asked whether I felt anxious, yes I was anxious enough, afraid of making a lot of mistakes when doing presentation"]. The reason why the student felt anxious when presenting her proposal seminar was because she was afraid of making mistakes. So, one of the factors which make the student feel anxious was fear of making mistakes.

The second finding from factors causing the students to feel anxious in classroom presentation was lack of confidence. In the last part of seminar presentation, there is always

question and answer session where in this session, the participants were allowed to ask some questions to the presenter then doing a discussion. In that situation, the student who presents the seminar usually feels unpleasant and anxious for being asked. For example in extract 13, the student said *“Saat presentasi itu...*

merasa cemas yang pertama, itu..yang pertanyaan yang bakalan datang apakah saya bisa menjawab, itu yang membuat saya cemas”. [*“In presentation...I felt anxious, the first reason was the audiences and the examiners’ questions, I was not sure whether I could answer them or not, that made me feel anxious”*]. When the researcher asked the student about the factor made him feel anxious in his presentation performance, the student revealed one of the factors that made him feel anxious was the question from the audiences. From The student’s utterance above, it clearly shows that one of the factors causing the student to feel anxious in presentation seminar was lack of confidence to face the question session.

The third finding from factors causing the student to feel anxious in classroom presentation was nervousness. It can be seen when the student said *“Eee yang jelasnya pasti gugup, apalagi kalo materinya kurang dipahami, kemudian tambah gugup lagi kalo banyak teman-teman. Hehehe, padahal teman kelas ji.*

Eeeee actually of course I got nervous, especially if the material I didn’t understand well, then I feel more nervous if there were many friends in front of me, heheheh event thought I riles that they are my classmate. The student stated that she was nervous in presentation when she did not understand the material well, the reason why she was nervous if there were her friend in front of her.

The fourth finding of factors causing the student to feel anxious in classroom presentation was shyness. It can be seen in extract 14, the student said, *“Karena maluka bicara, siapa tau salah ka, salah ngomong”* [*Because I feel shy to speak, I afraid of making a mistake, and giving a wrong statement*]. From the student’s statement above, it indicates the student had shyness in present her material.

The second factors finding from factors causing the students to feel anxious in classroom presentation is linguistics factor.

Some students were worried about their linguistic competence such as vocabulary, grammar and pronunciation. In doing presentation where English used as a foreign language, a speaker or presenter has to look for suitable lexis, has to construct an appropriate syntactic structure and needs to use a comprehensible accent, plus the demanding tasks of thinking and organizing ideas and expressing them at the same time. Those are the problems that the students have to take not of. It is supported by the idea of Syarifuddin (2006) where he stated that linguistic factor such as limited vocabulary, grammar, pronunciation; etc can make the students feel anxious in speaking, especially by using foreign language.

The next finding of this study is students’ strategy to overcome their language anxiety in classroom presentation. Based on the interview results, the researcher found that some students applied some strategy to overcome their anxiety in EFL classroom presentation. Those are: pedagogic strategy consists of well preparation, using common word, providing note, and the second strategy is digitalizing strategy which Is the students using some electronic devise to help the students when they were performing their materials

4. CONCLUSION

This study investigated students' English foreign language anxiety in Indonesia EFL classroom. The aims of this are to figure out the factors cause language anxiety, and students' strategies to deal with language anxiety in EFL classroom presentation. Based on the data gained from questionnaire, observation and interview, some conclusion can be drawn.

First, according to the result of observation and interview, the factors cause language anxiety in classroom group presentation that the researcher divided into two parts namely psychological factor and linguistics factors. Psychological factors consist of four items. First, nervousness, this factor could affect the students perform in classroom group presentation. Second, fear of making mistakes, this factor hindered the students to take courage to speak. Third is lack of confident, and the four is shyness.

Second, based on the data obtained from interview it was found that there are two strategy categories used by the students to overcome their anxiety in classroom presentation: those are pedagogic strategy and digitalizing strategy. Pedagogic strategy consists of three points, well preparation, relaxation, positive thinking. The finding from interview revealed that well preparation seems to be the pedagogic strategy which was frequently used by the students with high anxiety score followed by relaxation, positive thinking. It is in line with Kondo, D. (2004:249) stated that preparation, refers to attempts at controlling the impending threat by improving learning and study strategies (e.g. studying hard, trying to obtain good summaries of lecture notes). Moreover, the strategies could affect students' performance in EFL classroom presentation. And the second strategy is digitalizing strategy, the finding from interview and observation revealed that using electronic devise as a tool to help the students in presenting their material such as using mobile phone and LCD

Last, by knowing language anxiety in classroom group presentation which is experienced by the students, this is suggest that teacher or lecturer have an important role in encouraging learners' ability to participate in classroom presentation by reducing their anxiety. In addition, teachers or lecturer need to help maintain good relation with their students, in order to encourage them to participate in classroom presentation use English more often, and to create classroom activities in order to enhance students' interaction.

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