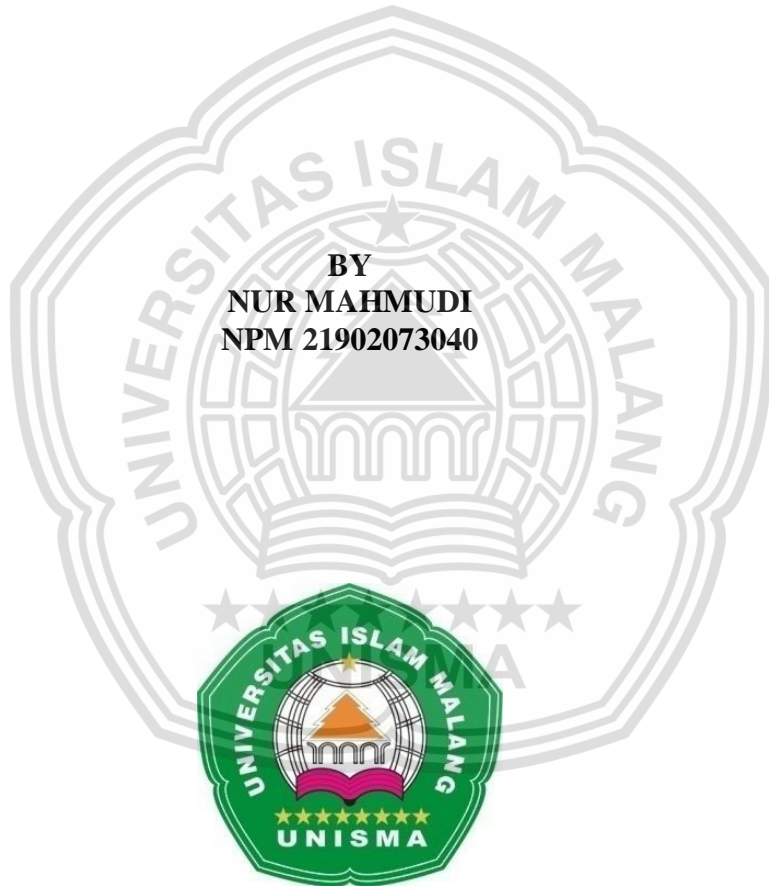# ANXIETY LEVEL OF AN INDONESIAN EFL STUDENT IN A PUBLIC SPEAKING CLASS: A NARRATIVE INQUIRY

THESIS

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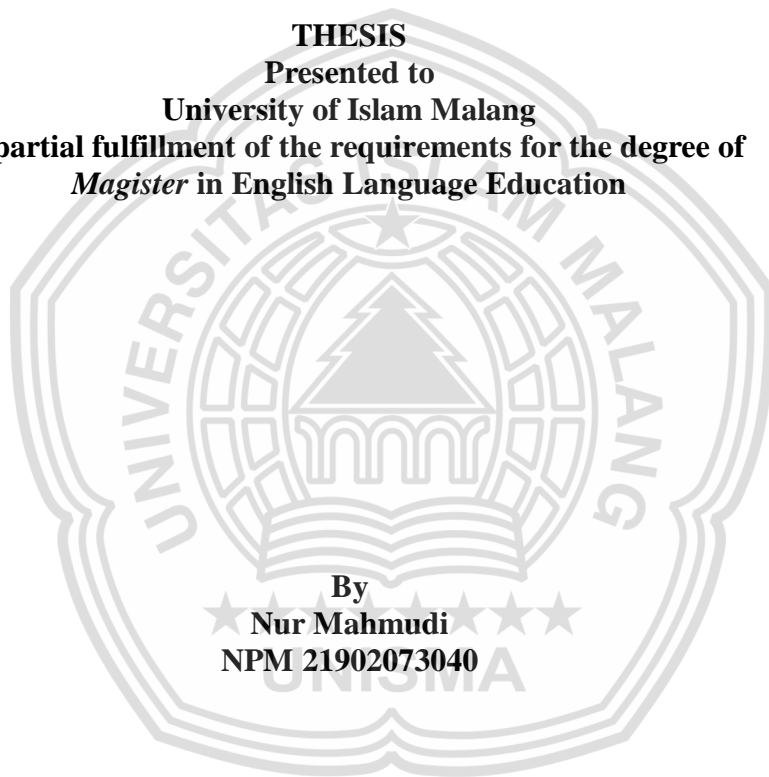
UNIVERSITY OF ISLAM MALANG
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ANXIETY LEVEL OF AN INDONESIAN EFL STUDENT IN A PUBLIC SPEAKING CLASS: A NARRATIVE INQUIRY

THESIS
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ABSTRACT

People can get knowledge about English by learning in formal and non-formal institution. If formal institution needs long time to get English, non-formal institution is different. English Course is one of non-formal education which can be an alternative place to get knowledge about English. Nowadays many English courses are founded to help people master English. Many English courses have been born and walked side by side with the existence of formal school to assist students improving their academic performance. In East Java, There is a place called Kampung Inggris Pare that offers many English courses. This place is one of the environments which provides many English courses with variety programs and duration of study.

This research was designed to explore the anxiety level of an Indonesian EFL student in public speaking class and how the study participant anticipate his anxiety in a public speaking class. Situated in an English course in East Java, the present study employed narrative inquiry for the data collection. The data were garnered through semi-structured interviews with the participant. The data analysis followed the three-dimensional space of narrative inquiry.

The findings of this research revealed Boy had anxiety because he was afraid of being the focus of attention. He also admitted that he was anxious when he had to speak in front of many people. However, he also admitted that he was anxious only in front of public. As a result, when asked to speak English in public, he got nervous. The constrains that the student encountered in doing public speaking which was the same as the problems that he faced when he has to be friend with his mindset. He thinks that the difficult thing is not only being speaker in public but also the difficult is from himself. He is afraid if he can't be good speaker. Furthermore, Boy's anxiety was as a result of his lack of preparation. Boy's worry was also related to lack of preparation. Boy also stated that speaking English with preparation made him feel less nervous and more confident. Finally, anxiety was experienced by Boy in learning public speaking since he felt anxious giving an English speech. He does self-control so that he can complete public speaking. He assumes all audiences are friends, trying to build confident, pray, change his mindset, practice then relax.

ABSTRAK

Pengetahuan tentang bahasa Inggris dapat diperoleh dengan belajar di lembaga formal maupun non-formal. Jika lembaga formal membutuhkan waktu lama untuk bisa bahasa Inggris, berdeda dengan lembaga non-formal. Kursus Bahasa Inggris merupakan salah satu pendidikan non-formal yang dapat menjadi salah satu alternatif tempat belajar bahasa Inggris. Saat ini banyak kursus bahasa Inggris didirikan untuk membantu orang-orang dalam menguasai bahasa Inggris. Banyak kursus bahasa Inggris telah lahir dan berjalan berdampingan dengan keberadaan sekolah formal untuk membantu siswa meningkatkan prestasi akademiknya. Di jawa timur, ada Kampung Inggris Pare yang menawarkan banyak kursus bahasa Inggris. Tempat ini merupakan salah satu lingkungan yang menyediakan banyak kursus bahasa Inggris dengan berbagai program dan lama belajar.

Penelitian ini dirancang untuk mengeksplorasi tingkat kecemasan siswa EFL Indonesia di kelas berbicara di depan umum dan bagaimana peserta studi mengantisipasi kecemasannya di kelas berbicara di depan umum. Terletak di kursus bahasa Inggris di Jawa Timur, penelitian ini menggunakan narrative inquiry untuk pengumpulan data. Data dikumpulkan melalui wawancara semi-terstruktur dengan partisipan. Analisis data mengikuti ruang tiga dimensi penyelidikan naratif.

Temuan penelitian ini mengungkapkan Boy mengalami kecemasan karena takut menjadi fokus perhatian. Ia pun mengaku cemas jika harus berbicara di depan banyak orang. Namun, dia juga mengaku hanya cemas di depan publik. Akibatnya, ketika diminta berbicara bahasa Inggris di depan umum, dia menjadi gugup. Kendala yang dihadapi mahasiswa dalam melakukan public speaking sama dengan kendala yang dihadapinya ketika harus bersahabat dengan pola pikirnya. Menurutnya yang sulit bukan hanya menjadi pembicara di depan umum tetapi juga yang sulit adalah dari dirinya sendiri. Dia takut jika dia tidak bisa menjadi pembicara yang baik. Selain itu, kecemasan Boy disebabkan oleh kurangnya persiapan. Kekhawatiran Boy juga terkait kurangnya persiapan. Boy juga menyatakan bahwa berbicara bahasa Inggris dengan persiapan membuatnya merasa gugup berkurang dan lebih percaya diri. Terakhir, kecemasan dialami Boy dalam belajar public speaking karena merasa cemas saat memberikan pidato bahasa Inggris. Dia melakukan kontrol diri sehingga dia bisa menyelesaikan berbicara di depan umum. Dia menganggap semua penonton adalah teman, berusaha membangun percaya diri, berdoa, mengubah pola pikirnya, berlatih lalu bersantai.

CHAPTER I

INTRODUCTION

This chapter presents some aspects related to the research. It includes background of the research, problems of the research, objectives of the research, scope and limitation, definition of key terms, significance of the research.

1.1 Background of the Research

English really has many influences for all people because English is not only a language for one person but also the ways to find new people, work and information. To succeed throughout the globalization period, many students have learned English since they were in secondary school. Formal English education did not generate satisfying outcomes, particularly in terms of linguistic communication. It indicates that school-based English instruction is likely to be ineffective, as many secondary students lack the capacity to communicate effectively in English (Cahyono & Widiaty, 2011, p. 18). As a result, many students enroll in English classes outside of school. An English course is established as a kind of non-formal education to assist students who require further teaching and supervision in order to understand the language.

English course has flexible schedules and variety programs. It provides non-formal education with the aim of expanding and providing further training for students to learn the language. Since English is regarded as a difficult subject to master, non-formal education exists. Instead of learning language in formal school, certain students need alternative therapy. It is accompanied by (Mukminin

et al., 2015) as a non-English speaking nation, Indonesian students have found studying English as a foreign language to be a difficult topic, as they are only taught the complicated language at school. It means that students need additional English course instruction in order to improve and increase their English proficiency in school. The existence of an English course is for the purpose of supplementing formal school in order to improve students' abilities to speak in English.

Commonly, many people study English in formal school, but nowadays there are a lot of people who think that studying English in school is not enough. So, many of them learn English through informal and non-formal institutions, such as course center, having a tutor to teach them at home and private class. Although, choosing a course center as a place to improve their English is still being the most option in learning with more practice for communication. It can be seen in every place or city. There are many English courses that are built to improve English skill many people who want to study English.

Many English courses have been born and walked side by side with the existence of formal school to assist students improving their academic performance. In East Java, There is a place called Kampung Inggris Pare that provides a variety of English courses. This is one of the places that offers a choice of English courses with varying curricula and lengths of study. Until mid-2010, in the hamlet, there were 80 English language schools. In reality, this community has grown into Indonesia's largest English-learning center (Duta Pare). As a result, many individuals from all across the country are coming to this location to learn

English. This is an adorable environment where they may learn English, make friends, and develop their character.

Based on the researcher interview on February 25th and March 13th, 2021, there are eight programs available in Kampung Inggris Pare. Those are Speaking, Vocabulary, Grammar, Pronunciation, Writing, Translation, TOEFL and IELTS. Each English course institution in Kampung Inggris Pare has different programs.

There is one of English courses. It's on Pancawarna street no.7, Tulungrejo, Pare – Kediri, East Java, Indonesia. The founders are three great women who have been friends for many years. This course offers speaking class and has motto "Terapi anti Gagap Inggris", was founded in August 2003. It has produced more than twelve thousand student in 17 years. It is inexpensive course with the good facilities and international standard. It was founded to help people in achieving their dream by having good English skills. In addition, kompasiana.com (2017) stated that this English course is ranked number six on the list of excellent courses for improving speaking skills and this English course is known as the best speaking English course. It has 20 teachers who teach at least 20 classes that are opened in each month; the main classes and the study clubs. There are still three non-teacher staffs who are working at the office. There are two characteristics in dividing the classes based on the time, two week classes and one month classes. There are 12 main classes which are offered in this course, those are Stepping Stone, Speak First, Beginner English, Listen and Talk, Step One, Speak Second, Vocabulary, Interview Class, Step Two, Public Speaking, Step Three, and Pronunciation class.

The researcher selects the student in this course at Kampung Inggris Pare Kediri for this research because the location is concerned with speaking ability preparation. Some factors also influence the researcher's decision to perform a research. The first is that there is a representative building on this course. In which students may learn English and where students feel at ease. There are five available classrooms and one hall for learning English which is facilitated with AC, fan, whiteboard, chairs, LCD Projector, laptop and sufficient equipment.

The second is the educators. Some of them completed an undergraduate curriculum and received a Toastmasters certificate. "Toastmasters" is the name of international public speaking club. The teacher of public speaking class has syllabus and module which is created by the director and as a teacher of public speaking also. The public speaking class teacher uses effective strategies and understands how to use teaching speaking in the classroom. The teacher also teaches using slides.

Next, in the comparison to other English language courses, this English course has outstanding tools or great methods for teaching English speaking, as well as some great approaches for encouraging students to speak English actively. The strategies are demonstrated to assist students in developing confidence and enjoying speaking English in a conversational or monologue setting. The third point is that the materials used to teach speaking skills are appropriate for the students' needs. It can be seen in the expressions of the students who are happy with the course and enjoy learning to speak in it. The important thing is that government legal approval supports the student of this course as a research

subject. Furthermore, this research is held in Kampung Inggris Pare Kediri, which provides a conducive learning environment and encourages students to improve their speaking skills. It has been shown that both the teachers and the students always speak in English in and out of the classroom.

The fact that students learned English in Pare made them feel secure and fearless to speak English without apprehension corroborated this view. Furthermore, Pare is the perfect location for students to Study English because the supportive atmosphere and motivations enable students to speak English as a second language on a regular basis. In addition, Kampung Inggris Pare provides non-formal education to supplement formal education. According to Kamil (2009), continuing and lifelong education include official, informal, and non-formal education. It is impossible to separate them and have them stand alone. Students do not receive their knowledge, skill, or comprehension just via formal education. However, informal and non-formal schooling provide them with further education. It means that the existence of Kampung Inggris Pare will improve students' academic performance or other goals of English. Kampung Inggris has also had a huge influence on students' ability to learn English in a brief period of time. In addition, it promotes local economic development.

Not everyone can speak confidently in public because speaking in everyday life is different from speaking in front of many people. One of the problems of public speaking is anxiety. It is really a big problem for students who never or seldom speak in public. Public speaking is an ability to speak in front of public. It can give an opinion in the situation of discussion, speech, introduce

ourselves, presenting documents, at anytime and anywhere. Public speaking skills are not absolute belongs to great figures such as presidents, ministers, or senior officials who often speak in a big event are highly expected. Nor does it belong to a prominent celebrity or artist who often appears on the screen. For all people, public speaking skills belong.

Anxiety is an emotional disorder that is characterized by deep and viable feelings of fear or worry. Something that makes the person feels anxious, such as when speaking to the public, taking the test, face interview, etc. Anxiety comes naturally. It has happened to everyone at some point in their lives. Anxiety is now considered a normal aspect of life. Anxiety is a state of mind marked by worry and apprehension over what could occur, both in terms of the immediate situation and strange events. The description of anxiety is feelings of distress and discomfort, and chaotic thought with much regret. This is very influential on the body, until the body feels shivering; causing much sweat, beating the heart quickly, nausea in the stomach, weakening of the body, decreased productivity capacity, until many humans escaped the imagination as a form of temporary therapy. Anxiety is a widespread sensation of fear or lack of self-confidence with no defined source or form.

Anxiety is fear, but that isn't often obvious. Anxiety is also a driving reason behind erratic, distorted, or disordered conduct. Both are assertions, appearances, and personifications of the anxiety defense. Anxiety is the body's reaction to a perceived or real threat. Individuals experience anxiety as a result of future uncertainty. Anxiety is dread or concern in certain particularly frightening

situations that might generate anxiety due to future uncertainty and the dread of something horrible happening.

Many researchers have been conducted research about anxiety in public speaking. (Aripin, Noorezam, & Rahmat, 2020) reveal that although speaking anxiety is one of the most visible concerns in the language classroom, determining or identifying the existence of anxiety during an oral presentation by simply glancing at the uttered words is challenging. As a result, it is thought that analyzing kinesics' physical movements, face expressions, hand and body movements can offer important information concerning speaking anxiety. (Dincer, Ozcelik, Ozer, & Bahcecik, 2020) state that Public speaking anxiety in a group surveys ranged from 21% to 33%, indicating that public speaking is a costly and disabling fear. In both university and community samples, Public speaking has been identified as the single most dreaded situation. (Bartholomay & Houlihan, 2016) reveal that Anxiety problems may have a number of detrimental consequences. Anxiety about social situations, especially public speaking, may have a negative impact on someone job prospects. According to Theophillia (2018) Anxiety is a reaction that occurs when someone is scared of something or some activities. Anxiety causes apprehension and disorder in human's mind, such as anxiety over the negative outcomes that can arise when the students speak in public. Furthermore, anxious making mistakes, anxious about not being able to communicate knowledge effectively and other anxieties that really make them mentally down before.

When a viewed from previous studies, many researchers have been conducted research about anxiety in public speaking, yet they did not discuss more specific and without knowing the participant lived story about the anxiety in public speaking. According to (Bartholomay & Houlihan, 2016) one in every five persons suffers from public speaking anxiety, which is one of the most common types of anxiety. (Gallegoa, McHugh, Villatte, & Lappalainen, 2020) reveal that as university students go through their studies and into their jobs, public speaking is a vital talent to master and practice. (Lindner et al., 2018) stated that public speaking anxiety is a frequent problem that may be effectively cured with exposure therapy.

Research on anxiety in public speaking has also been studied by Kelsen (2019) he stated in foreign language (FL) learning scenarios, personality characteristics and anxiety have been recognized as having an impact. Furthermore, research has shown that personality traits have a part in predicting an individual's proclivity for anxiety. However, few researches have looked at the relationship between personality and anxiety in English as foreign language (EFL) contexts, especially when it comes to giving presentations. Suleimenova (2013) also took a part of this research. He said that anxiety is described as mental discomfort or unease brought on by a dread of danger or catastrophe. Excessive and exaggerated worry over commonplace events is referred to as general anxiety. It's a persistent anxiety that's unreasonable or out of proportion and it takes over and disrupts daily tasks like job, school, relationships, and social activities. According to Cagatay (2015) learning a foreign language entails both cognitive

and emotive characteristics on the side of the students. Anxiety is one of the most commonly encountered issues in the emotive dimensions of the language acquisition process.

But unfortunately the research above was carried out only on formal school. So it is important for the researcher to investigate public speaking anxiety in non-formal institution. So it is important to the researcher in midst pandemic to explore the anxiety level of an Indonesian EFL student in a public speaking class and how the study participant anticipates his anxiety in a public speaking class. On the other hand, he wants to know the teaching learning process of public speaking class. The researcher uses a narrative inquiry as approaches. The researcher decided using narrative inquiry. The narrative approach refers to (Clandinin & Caine, 2008) statement which states that narrative inquiry is first and foremost a way of understanding experience. As a result, it is both a view of the phenomena of someone experience and a method for narrative inquiring into experience, allowing for a more in depth examination of individual perceptions over time and in detail. The researchers take care of location, temporality and sociality from inside a three-dimensional, methodological narrative space for exploration of both the researcher's and the participant's context, starting with a narrative view of experience.

Connelly (2000) and Clandinin (2013) stated that the narrative inquiry idea, which is built on continuity and interaction, begins with an ontological commitment to experience, which determines the entire investigation, including the transactional nature of the technique and its outcomes. Through a purposeful

interview, this research will look at a student's lived experiences with public speaking anxiety. His educational background, English learning experience, and life experiences, which formed three aspects of temporality, sociality, and place, were among the questions posed. (Clandinin & Cain 2008, p. 543). Before the writer constructs "stories" utilizing holistic-content analysis and defining categorical content analysis for past, present, and future identities, the writer must first read the interview scripts in order to assess the findings of this research. The researcher then conducts member checks (e.g., asking for comments) before completing the task using saturation of categories and the development of regularities to conclude the data analysis (Lincoln & Guba, 1985).

1.2 Problems of the Research

Based on the explanation above, the following questions are carried out to guide the research. In order not to exceed the limits of this research, it is more focused on:

1. What is the anxiety level of an Indonesian EFL student in a public speaking class at the English course?

2. How the study participant anticipates his anxiety in a public speaking class at the English course?

1.3 Objectives of the Research

In relation with the formulation of research problem above, the objectives of this research is to describe anxiety level of an Indonesian EFL student in a public speaking class. Specifically, the objectives of this study are:

1. To explore the anxiety level of an Indonesian EFL student in a public speaking class at the English course.

2. To describe the study participant anticipates his anxiety in a public speaking class at the English course.

1.4 Scope and Limitation of the Research

The researcher only focuses on anxiety level of an Indonesian EFL student in a public speaking class. The analysis deals with (1) Anxiety level of an Indonesian EFL student in a public speaking class at the English course. (2) The study participant anticipates his anxiety in a public speaking class at the English course. The subjects of the study are limited to anxiety level of an Indonesian EFL student in a public speaking class on February 25th and March 13th, 2021. The scopes of the research are also to the student in public speaking class. The researcher chooses student of public speaking class as the participant because this class is one of the most wanted classes at the English course. On the other hand, the limitation of the research of anxiety level of an Indonesian EFL student in a public speaking class in this research is the student experiences.

1.5 Definition of Key Term

The definition of key terms is provided to facilitate readers to understand the content of this research. Given this definition of key terms, readers are easy to gain the information of what is being discussed. The definition of key terms is about:

1.5.1 The Anxiety in Public Speaking

Commonly, the emergence of anxiety in students due to their lack of ability in English class such as vocabulary, grammar and word choice. It will certainly reduce your confidence in speaking English in front of the public, which will reduce your ability to speak in public. The anxiety experienced by student is included in the type of state anxiety, which they only feel anxious when facing English lessons, especially public speaking.

1.5.2 Public Speaking Class

Public Speaking class is a speaking class designed by the director. It is aimed to teach student who do not have confident but as a matter of fact their English is good. This program takes eleven meetings. The student will finish the material of speaking skill in two weeks. In public speaking class the student must give some performances or ability that they can do such as placement test, introduction speech, impromptu speech (shock therapy, international speech (Toastmasters and TED), role play, story telling, master of ceremony (MC), TV Preseter, motivation speech and humorous speech. Public speaking has one class. Public Speaking class needs tutor who patient and master in teaching speaking.

1.5.3 Narrative Inqury

Connelly (2000) and Clandinin (2013) stated that notion of narrative inquiry, which stems from continuity and interaction, begin with an ontological commitment to experience that in turn, shapes the entire study, including the transactional nature of the process and the findings.

1.6 Significance of the Research

From the execution of this research, it is expected to provide benefits for:

▪ The Students

They can feel enjoy and more interest in studying English and want to learn English more in the class program, so they can increase their achievement in learning English. It guidances the student in mastering public speaking skill. The method of teaching speaking can help them mastering English speaking skill successfully. The result of this research gives more information regard all of the components in teaching and learning speaking. Hopefully it can motivate them to improve their speaking skill and develop their knowledge.

▪ The Teachers

They can use the method in public speaking class to make a consideration in the class, so their English classes become more enjoyable and their students attend their classroom happily.

▪ The Next Researchers

This research is expected to be one of the references that are used for researching anxiety in public speaking. The next researchers hopefully can find new ways and inspiring way to teach English which is interesting, so the next researchers get much input during their research. By having many literatures, the next researchers are hoped to be able to explore and review deeper than this thesis so they know many real conditions of speaking class which are happened in our education.

- The Readers of This Thesis

  The explanations of this reasearch are wished to give contribution for

their knowledge about teaching speaking learning process and also

learning method and media which can be used for our English education

specially speaking. It can be a bridge for the readers who are non-

educational practitioners to know about English education condition in our

society.

CHAPTER V

CONCLUSION AND SUGGESTIONS

This Chapter describes about conclusion and suggestions. Conclusion summarizes the result of discussion in the previous chapter.

5.1 Conclusion

The conclusion of this research is based on the focuses of the research; the researcher makes conclusion regarded anxiety level of an Indonesian EFL student in a public speaking class. Boy has practiced English public speaking. The first time he practices public speaking. He feels nervous, shy, fear of mispronunciation, trembling, blank and afraid being center of attention. He feels more confident when speaking in front of the public for the umpteenth time. While waiting for his turn to do public speaking, he feels uneasy, nervous, and anxious. This happens because student feels fear of making mistakes, fear of embarrassed, fear of being laughed, always thinking and self-conscious. At first, he feels nervous, uneasy and anxious but when he starts talking, he feels calmer, and not as nervous as at the beginning.

Not all practices done by him are completed properly. Factors that make him anxious and not confident when speaking in public are fear of being laughed, fear of mispronunciation, fear of making mistakes, fear of being center of attention, lack of vocabulary, memorizing but when practice becomes forgotten or blank. The way student does self-control so that he can complete public speaking

is to assume all audiences are friends, try to be confident, pray so that he is calm, change the mindset, practice then relax.

5.2 Suggestions

Based on the finding of this research, the researcher provides suggestions regarding to the student's anxiety in public speaking. They are as follows:

5.2.1 For The Teachers of Public Speaking Class

Teachers are one of the keys in getting successful in teaching speaking English. As a foreign language, teaching English especially in speaking is rather difficult. To achieve the purpose of teaching the speaking process, students must be able to converse with one another. Because of the reasons, the English teachers must prepare first before they teach speaking English. They must prepare about the material, method, and media that related with the students' ability and need. The researcher suggests providing additional. It is classes outside of main class to improve students' achievement and motivation because outside of the main classes provide fun class or sometimes there is an outdoor class. Being fun teacher will make students like the subjects being taught and decrease anxiety on students. The teachers also facilitate the students in learning public speaking to minimize the students' anxiety for optimal output in leaning process.

5.2.2 For Future Researchers

For the future researcher, it is expected to dig up the deep information regarding the anxiety in public speaking. The researcher also

suggested to the future researchers in doing research on the same topic so that they can find a better finding related to the implementation of the teaching and learning process. It would be better if the researcher adds the instrument in this study. It can be a questionnaire or a test. In addition, by adding samples of the study can also enrich the source of this research.

5.2.3 For The Students

Speaking English in public is not as simple as turning the palm of your hand, but with practice and persistence, it will become habitual. Anxiety is created the mind, and it may also be destroyed by the mind. The anxiety that comes with public speaking can be reduce by regularly learning and practicing, remembering vocabulary, mastering grammar, mastering pronunciation and preparing to speak in front of other.
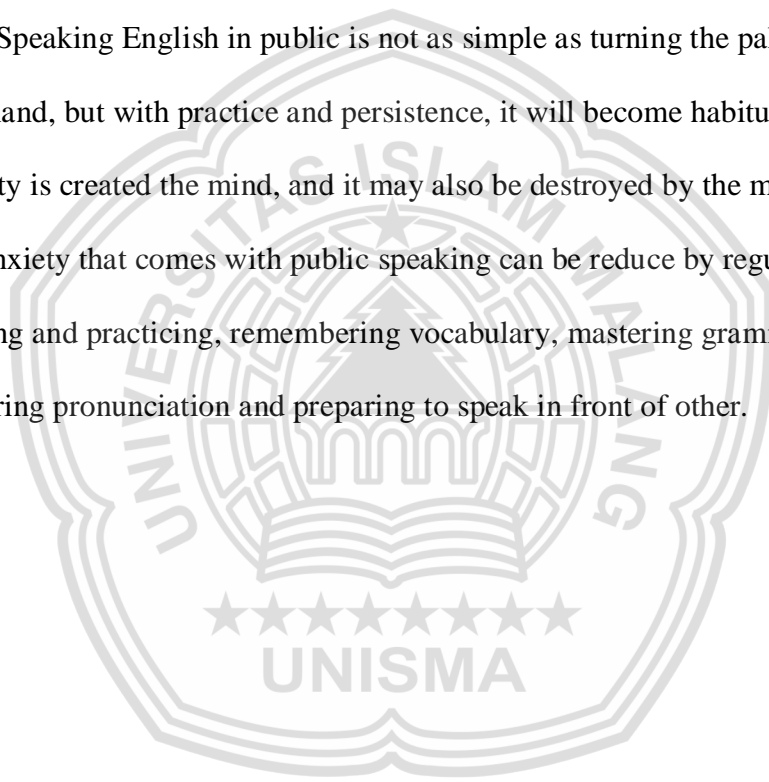
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