EFL LEARNERS SPEAKING ANXIETY DURING CLASSROOM ACTIVITIES IN AN INDONESIAN BILINGUAL SENIOR HIGH SCHOOL: A CASE STUDY

A THESIS

Submitted in Partial Fulfillment of the Requirements for the Degree of *Sarjana Pendidikan* in English Education

By :
MELYEM JULIANA
2519059

ENGLISH EDUCATION DEPARTMENT
FACULTY OF EDUCATION AND TEACHER TRAINING
UNIVERSITAS ISLAM NEGERI
K.H. ABDURRAHMAN WAHID PEKALONGAN
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Demikian pernyataan ini dibuat dengan sebenar-benarnya.

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Dengan ini mohon agar skripsi tersebut segera dimunaqosahkan.

Demikian nota pembimbing ini dibuat untuk digunakan sebagaimana mestinya. Atas perhatian bapak/Ibu, saya sampaikan terima kasih.

Wassalamu'alaikum Wr.Wb.

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MOTTO

"Success is not the key to happiness. Happiness is the key to success.

If you love what you are doing, you will be successful."

(Byun Baekhyun)

ABSTRAK

Penelitian dilakukan dengan tujuan untuk mengetahui apakah siswa di SMA bilingual mengalami kecemasan berbicara selama kegiatan di kelas dan menemukan bagaimana strategi para siswa di SMA yang menerapkan sistem pembelajaran bilingual dalam mengatasi kecemasan yang dialaminya. Penelitian ini merupakan penelitian kualitatif dengan desain studi kasus menggunakan metode wawancara dengan 5 siswa sebagai partisipan dengan level kelas yang berbeda-beda yaitu dua anak dari kelas 10, satu anak dari kelas 11, dan dua anak lagi dari kelas 12 dari SMA bilingual yang berbasis asrama dan menerapkan sistem bilingual di Semarang, Jawa Tengah, Indonesia. Temuan menunjukan bahwa siswa di SMA bilingual senior high school mengalami kecemasan berbicara berdasarkan temuan dari Horwitz et al. (1986) tentang penilaian kecemasan berbicara pada seseorang atau siswa, yaitu: masalah komunikasi, kecemasan ujian, dan ketakutan akan evaluasi negative. Selain itu adapula strategi siswa dalam mengatasi kecemasan berbicara yang diterapkan oleh para siswa di salah satu sekolah menengah atas di Semarang yang sama dengan beberapa termuan Kondo dan Ling (2004) tentang strategi siswa dalam mengatasi kecemasan yaitu antara lain adalah persiapan, relaksasi, dan berfikir optimis.

Kata Kunci: Kecemasan berbicara; Pelajar EFL; Bilingual

ABSTRACT

This study is intended to determine whether students at bilingual high schools experience speaking anxiety during classroom activities and find strategies for high school students who apply a bilingual learning system to overcome the level of anxiety they experience. This research is qualitative research with a case study design using the interview method with five students as participants with different levels; there are two children from grade 10, one child from grade 11, and two children from grade 12 from senior high school on a boarding basis that implements a bilingual skills system in Semarang, Central Java, Indonesia. The theory show that students at bilingual senior high school experience speaking anxiety based on findings from Horwitz et al. (1986) regarding the asses of speaking anxiety, there are communication concerns, test anxiety, and fear of negative evaluation. In addition, there are also student strategies for overcoming speaking anxiety applied by students at a high school in Semarang which are the same as some of the findings of Kondo and Ling (2004) regarding student strategies for overcoming anxiety, there are preparation, relaxation, and optimistic thinking.

Keywords**:** Speaking Anxiety; EFL Learners; Bilingual

PREFACE

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CHAPTER I

INTRODUCTION

1.1 Background of the Study

Speaking is one of the English learning skills that must be mastered by EFL learners in addition to writing, reading, and listening skills. Unfortunately, many students find it challenging to speak in front of the class or in front of other students. Referring to Suciati (2020)'s study, many English Foreign Language (EFL) learners feel anxious in speaking class because English proficiency is highly complicated due to the nature of the conversation, and they choose to be silent. Students often need help in speaking, phrase formulation, word meaning selection, and voice intonation.

Speaking anxiety is one of the most severe difficulties experienced by EFL Learners. According to Stephanie, Coopman, and Lull (2012), speaking anxiety refers to the fear of speaking in front of an audience before, during, or after a speech. The speaker experiences various sensations and behaviors that arise from internal causes of nervousness. Moreover, fluency in a foreign language can signify how well someone has learned it. Speaking anxiety significantly affects students' self-esteem because they often fail when they can't talk and show what they know. This speaking anxiety makes it hard for learners to perform in front of other students, teachers, or people. No matter how well-prepared they are, students still experience anxiety while studying a foreign language. They worry about what others will think of them if they perform in that language.

The researcher made observations at one of the senior high schools in Semarang. This school was chosen as the researched location because it is based on a boarding and implements a bilingual skills system where students are required to be able to master two foreign languages at the same time there are: Arabic and English, where the setting in this school is the first week is for Arabic classes and the second week or the other next week is for English classes. So once a week, it alternates between Arabic and English classes. Again, this school also holds a particular language test for students in their final year as a condition for their graduation. However, some students still experience learning difficulties, one of the student's difficulties in class or learning English is anxiety about speaking in class. So, this school was chosen as a research location for the problems raised in the research title.

Based on an interview with a bilingual senior high school teacher in December 2022 via WhatsApp message about the speaking of students at a bilingual high school. The teacher said that when they spoke in English, they had difficulty speaking, and many of them still stuttered when they spoke in English. In addition, the teacher added that the students were often blank and confused about what they would talk about afterwards when speaking in English in class during speaking assignments or material presentations.

In the field of EFL, speaking is considered one of the four important skills because it is used to communicate and needs to be developed to

improve students' communication in the target language. Speaking in class language is a process in which they express their meaning and knowledge (Bakar et al., 2013). However, Fariadian et al. (2014) stated that speaking may be a more important skill than other English skills, and speaking skills are usually considered more complex than other skills. Speaking anxiety is one of the problems of EFL students in learning English, especially in speaking skills. Consequently, students' anxiety about speaking English will affect their participation in learning English. Therefore, this study intended to determine whether students at bilingual senior high schools experience speaking anxiety during classroom activities and find strategies for high school students who apply a bilingual learning system to overcome the level of anxiety they experience. Therefore, the researcher discussed the following research questions.

1.2 Formulation of the Problem

Based on this background, the problems in this study are as follows:

1.2.1 What is experience by students in Bilingual Senior High School during classroom activities including speaking anxiety?

1.2.2 What strategies do the students use to overcome their speaking anxiety?

1.3 Operational Definition

To avoid misunderstanding the terms in this study, the researcher provides some definitions related to the study as follows:

1.3.1 Speaking Anxiety : Speaking anxiety concerns fluency, intonation, and pronunciation, as well as speaking in front of others in the target language, engaging in conversation about topics that are foreign to the speaker, and having limited time to express oneself (Tulgar, 2018).

1.3.2 EFL Learners : An EFL student is described as one who studies English in a non-English speaking country as a primary language (Iwai, 2011).

1.3.3 Bilingual : An educational setting in which two foreign languages are applied in the school area illustrates a school implementing a bilingual system (Baker, 2012),

1.3.4 Case Study : A case study refers to an anthropological research design in which a single unit, such as a person, a group, or an organization, is the subject of investigation and the center of attention (Ary, Jacobs, and Sorensen, 2010).

1.4 Significance of the Research

This study provided readers with helpful information about students' strategies for dealing with a problem because they must master two foreign languages simultaneously. Also, this study provided valuable experience for other EFL students or students who attend schools that implement a bilingual skills system. In addition, readers could understand one of the serious problems experienced by EFL students, especially for students with bilingual learning basics, and find out how students could reduce their speaking anxiety due to the need to master two languages.

CHAPTER V

SUMMARY OF THE FINDINGS AND SUGGESTION

This chapter consists of two parts. The first part summarizes the findings and briefly explains all the research results and answers to the problem formulation described above. The second part is a suggestion for foreign language students in bilingual senior high schools, foreign language teachers and further research.

5.1 Summary of the Findings

Based on data analysis, it can be concluded that students in bilingual secondary schools experience anxiety in speaking English based on the theory of Horwitz et al. (1986), there are a) communication concerns, b) test anxiety, and c) fear of negative evaluations. Three bilingual high school students experienced communication concerns and fear of negativity as a factor of anxiety speaking English. They feel nervous about talking with people and speaking in front of others. Also, fear other people or examiners evaluating their performance negatively. Meanwhile, the other two students experienced that Fira and Lala had different factors of anxiety speaking English; Fira experienced test anxiety and fear of negative evaluations as a factor causing her speaking anxiety, and Fira feel a lack of preparation and fear of the other people or examiners evaluating their performance negatively. Again, Lala experienced communication concerns as a factor causing her anxiety

about speaking; Lala felt nervous about talking with people and speaking in front of others, also the psychological pressure of making mistakes. In comparison, the most dominant causative factor is student anxiety, namely communication concerns, and fear of negative evaluations.

In addition the strategies for dealing with speaking anxiety applied by students in a high school in Semarang, which are the same as the findings from Kondo and Ling (2004) regarding students' strategies for overcoming anxiety, there are: between others are preparation, relaxation, and optimistic thinking.

5.2 Suggestion

Based on the research results, it is hoped that it can help EFL students or students who attend schools implementing a bilingual system understand the factors and strategies for overcoming speech anxiety. Again, for further research can conduct research on the following:

1. The factors that cause student experience speaking anxiety.
2. The asses of student speaking anxiety and strategies to overcoming it for male students.
3. Teacher motivation in dealing with speaking anxiety by English Foreign Learners (EFL).

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