

Learners' Technique of Speaking Used to Reduce Anxiety in the Classroom: State University of Surabaya

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Abstract. This research study aims to identify the sources of ESL students' speaking anxiety in comprehension and identify English speaking ESL students using strategies to reduce speaking anxiety in English classrooms. In this research using a qualitative approach, namely case studies and Collecting information through interviews with a number of students from private and public schools in Sidoarjo. All interview questions covered several elements between are fear of communication, fear of negative evaluation and anxiety tests and strategies used by respondents to overcome their speaking anxiety. The data analysis technique used is descriptive qualitative. As a result, the authors detected that anxiety, basically felt by a large number of foreign language learners supported by several factors It comes from students and also from teachers. Therefore, to solve this condition, both teachers and students need to work together on what can be done to reduce speech anxiety. Since learning a language depends largely on good communication skills, it takes a lot of effort and ways to create an increasingly interesting sense of learning.

Keywords: Speaking, Anxiety, Methods, EFL

1. Introduction

Recently, both written and spoken English are affect everything in every aspect in the world. According to Masykuri, it is a must to be able in English in Indonesia since it is regarded as a language for ESL student [1]–[3]. Siew mentioned the importance of English in this era how recognizing foreign language is necessary to broaden one's cultural perspective [4]. According to Yeo and Ting, English is a mandatory requirement for registration enter university. As a result, EFL are cheer it up to expert the element of English language abilities those are writing, speaking, reading, and listening [5]. Siew also emphasized the necessity of developing one's capacity to communicate in English [4].

Since the government is worried about the never-ending academic challenges of English speaking in higher education circles, various attempts are being made to strengthen students' English language abilities. Yeo, despite the fact that English has been an important topic in schools for many years, students in Indonesia have had terrible experiences and have inadequate English language abilities [6]. In the same vein, Naghadeh noted that some pupils include adult students from varied directions and backgrounds, implying that students are still nervous while speaking [7]. Pupils have weaknesses or proficiency in English, which is frequent in students [4]. Another reality is that some of them are significantly less capable of communicating [8]

Meanwhile, the experts have highlighted various arguments that justify the circumstance. Most individuals in Indonesia still have difficulties in English because it is not their first language, and pupils still have deficiencies in sentences and vocabulary [9]. The final point is about family financial situations, where people with modest earnings sometimes struggle to communicate in English. Later, others mention that the vital reason for students' speech weakness is from psychological factors such as anxiety, shyness, lack of self-confidence and lack of motivation [10]–[13]. The thinking mentions that the ability to speak is a competence that causes problems and anxiety among other elements [14].

As a result of interacting with current challenges, the goal of this research project is to gather sources and solution solutions for overcoming students' speaking fear in the classroom. As a result, having confidence when speaking English is extremely advantageous in many areas, including learning and academic experiences.

2. Method

Researchers currently employ a qualitative methodology to provide more thorough study data sources relating to respondents' activities, views, and feelings. Furthermore, case studies are used in this study to obtain specific responses from respondents regarding topics and how students respond to fear when speaking English. Similarly, for sampling, this research study employed purposive sampling from 8 students at a high school in Sidoarjo, East Java. Semi-structured interviews are used to collect data. Fear of communication, fear of poor evaluations, exam anxiety, and solutions employed by respondents to overcome their speaking anxiety are all included in all interview questions. [15] [16], [17], [18] are all adaptations. Prior to undertaking this study on addiction, researchers ran a pilot study to verify the questionnaire. Descriptive and qualitative data analysis approaches were utilized.

3. Results and Discussion

Speaking refers to the interactive process of generating and establishing meaning that includes information creation, processing, and reception. Context influences meaning and form, which includes the aim of speech and respondents' reception of information [22]. Furthermore, speaking may be a beneficial skill that can be seen empirically and explicitly. Teacher-student contact is critical in the talking lesson, depending on the lesson and the assignments assigned by the instructor. In general, people do not talk in full sentences and use a less specific and specific lexicon than in written dialect [10]. There are three components that require within the fruitful talking exercises, those are: speakers, audience members, and articulations [23]. On the other hand, more particularly, Elocution, Linguistic use, Lexicon, Familiarity, and Comprehension are the talking components that make both speaker and audience be within the same recognition [24].

In any event, despite the fact that students are aware of the components, problems continue to arise. One of the most significant is that students are anxious. It makes learners unable to communicate effectively in English. Learners understand what they need to say but are unable to do it because of fear [10]. Language anxiety can affect one's ability to communicate in a variety of ways, depending on the type of difficulties faced [25]. The problem of feeling uneasy when speaking is quite widespread these days.

In Indonesia, where English is not the official language, multiple researchers have undertaken studies on speaking anxiety among students in elementary school, secondary school, and higher education. Neighboring graduates in Indonesia have an actual scarcity in spoken English, and this issue concerns the graduates' future career [26]. Because English is not the primary language in Indonesia, MacIntyre and Gardner defined outside language anxiety as "a feeling of pressure and trepidation associated with moment language settings, counting talking, tuning in, and learning." The following are the factors influencing the act of discussing uncomfortable among undergraduate students in Indonesia [27]:

Fear of Negative Assessments

In their case study of Indonesian undergraduate students, The influencing figure that effects students' verbal execution is communication fear [26]. When asked to speak in front of their peers, the students began to sweat and freeze, as reported by Firooz and Mehdi in a study of Iranian English students [28]. Liu and Jackson discovered the same thing [29].

Language Environment

Rao stated in his article that students considering studying abroad should be aware that practically all reading material in all disciplines is written in English [30]. Despite the fact that learners whose English is not their mother tongue are aware of the use of English as a medium of enlightenment and communication, they are nonetheless hesitant to use the language in spoken form. Lack of exposure to English and limited opportunities to use English in speaking have resulted in EFL students experiencing some speaking anxiety in the classroom [31]. Speaking in English whereas English is not the speaker's local language might be a tricky prepare as the speaker has to talk with full self-confidence as when the speaker can talk easily, it appears that he or she contains a high level of capability in learning English as a foreign language. Moreover, not all EFL learners are able to talk English smoothly in lesson.

Zhiping and Paramasivam conducted a few perceptions and meet sessions with eight Ph.D [18]. understudies in one nearby college in Malaysia and discovered that one out of eight respondents felt

so disappointed and perplexed because he is not a native English speaker and thus constantly overlooks almost lexicon and linguistic use when he is talking. At the time, the prior study had encountered universal or trade learners in any English-speaking country. As their reaction that they chose to play down their interaction with the local speakers [32]. Correspondingly, trade understudies who are taking center subjects with the English local speakers favor to sit discreetly and stay inert in classroom [33]–[35]

The teacher's guide and support

Teachers play an important role in extending students' motivation in oral English in the English as an international language classroom. Students' anxiety levels will rise if the teacher adopts a threatening demeanor toward them. Jomaa and Jupri held a face-to-face meeting with a group of nine students from various countries, including one from Indonesia [36]. Respondents agreed with the findings, claiming that teachers' icy approaches to pupils demotivate them to communicate in English in some way. Teachers play an important role in extending students' motivation to speak English when teaching English as a second language. Students' anxiety level will be expanded once the instructors perform an unpleasant towards the learners.

Jomaa and Jupri held a face-to-face meeting with a group of nine students from various countries, including students from Indonesia [36]. According to the data, respondents indicated that instructors' frigid attitudes to students, in one way or another, demotivate them to speak English. Ehrman portrays the instructor as the most skilled on-screen figure in carrying out comprehensive learning tasks [37]. They can be a spark, a direct, or a joker who can increase understudies' interest, motivation, and involvement in studying. The previous study stitched the noteworthy connection between the students' discernment of their teachers' independence bolster and self-regulated learning [38].

Meanwhile, a consider conducted Thoonen et al. identified that teachers' sense of self-efficacy had a positive impact on students' inspiration [39]. Teachers' part to understudies is exceptionally critical because it will raise students' inspiration to be locked in with the classroom exercises particularly in talking. In previous studies, a key link was shown between students' judgment of their professors' independence and self-regulated learning [38]. Another study done by Mulyani found that three of her respondents are too slow to practice speaking English because they lack motivation to utilize the language in everyday life [40]. Thoonen et al conducted a study and discovered that instructors' sense of self-efficacy had a favorable influence on students' motivation [39]. Teachers' contributions to students are crucial because they increase students' motivation to participate in classroom activities, notably speaking.

Anxiety

There are various definitions of anxiety that have emerged from professional opinion. According to [41]–[44], thoughts of failure and dissatisfaction are closely related to anxiety. Furthermore, [45] claimed that anxiety might be associated to the evaluation of the environment as hazardous and may be a threat to self-efficacy. Anxiety occurs when a person is unable to settle down and relax, and it affects feelings of dread and low self-esteem [3]. Feeling self-unconfidence because of anxiety, it caused their performance and improvement during the lesson. In short, feeling anxious can be a complicated problem to the process of learning [46]. Because, learners are not confidence with their improvement performance.

Types of Anxiety

Spielberger distinguished three categories of anxiety. "Trait anxiety" is the first type of anxiety [15]. Spielberger and his colleagues created it. in an attempt to investigate it and determine its possible correlations with condition Anxiety is an emotional state associated with the present moment. A research done in Australia found that trait anxiety is people's persistent tendency to behave uncomfortably in any stressful situation. According to Speilberger, trait anxiety can be described as an individual's proclivity to worry in any situation. The second symptom is State Anxiety. State Anxiety is a feeling of anxiety that occurs at a certain time in reaction to a specific event, such as before an examination [15]. Spielberger says that the activation or arousal of the autonomic nerve system causes sensations of tension, anxiousness, and concern. The final category is Situation Specific Anxiety. Toth suggests this situation specific view of anxiety occurs in specific settings that may differ from one student to the next. Various situations that cause anxiety are also encountered by various students [47]. For instance, despite discussing with their classmate may be a

source of worry, speaking in front of the class while being observed by students may be a source of fear for other learners.

Anxiety of speaking and Causes

According to Basic, those who are unable to talk in public typically express themselves physically [48]. The signs may impair someone's ability to talk since he will be unable to communicate appropriately throughout the speaking process. In brief, speaking anxiety indicates a difficulty in expressing themselves verbally.

Students' anxiety can be reduced greatly, according to Liu and Chen, when they are concerned about their classmates' English-speaking competence and performance [32]. When speaking a foreign language, we think about grammar, spelling, and comprehensible language [49]. Furthermore, awkwardness adds to anxiety in students [18]

The Method Reduce Speaking Anxiety

According to Asyasyfa, EFL learners overcome their spoken anxiety with exercise articulating the words in English to progress the sound of the words [50]. Other than that, they would attempt to talk before the reflect to persuade themselves to speak in front of their classmates. Moreover, they will construct and create a positive mentality when their instructors inquire them to talk in English. According to Sulastri and Ratnawati, speaking anxiety may be reduced by focusing on English learning and self-motivation [51]. The learners become acquainted with speaking English in their daily lives and in the classroom. They will be able to demonstrate before the class if they are used to speaking English with their friends and circle.

Teachers should help pupils overcome their fears. The instructors must be able to provide a secure and pleasant classroom atmosphere for kids in order to reduce students' anxiety. Aside from that, teachers must encourage their pupils when they are speaking English in class. Conducting activities include match work exercises and small group exercises. Usually to stimulate and build pupils' confidence. In this method, in relation to the prior research about that have the same focal point, the present analyst classed the findings based on the inquiries about questions that have been obtained by semi-interviewed, it is finding the research question What are the sources of EFL learners speaking anxiety while they speak English?

There is a theme: social environment with six codes created from the analysis of eight respondents at the first research question: Less confidence, English is not a second language, fear of making a mistake, public speaking, lack of practice Unrestricted Errands

Research Objective

To recognize the information of the EFL learners' response in speaking anxiety when they are asked to talk in English.

Table 1. The Number of Interview Questions

NO	Correspondent	1	2	3	4	5	6	7	8
1.	Less of confidence	✓	✓	✓		✓	✓	✓	✓
2.	Too afraid of making mistakes		✓		✓	✓		✓	✓
3.	Less of practice						✓		
4.	Direct task	✓	✓	✓			✓	✓	✓
5.	English is not main language	✓	✓	✓		✓	✓		
6.	Public Speaking		✓	✓			✓		

The findings of one study question are classed under the notion of foreign language anxiety: The most notable discovery of inquiry about address one is that the queries are classified in the notion of foreign speaking anxiety: Fear of a bad assessment, as well as exam anxiety, all contribute to communication dread. Despite the fact that this hypothesis is used for foreign language learners, this study discovered that it may also be used for second language learners since studying current language causes anxiety in the learners.

The majority of our members stated that they had talking anxiety owing to a lack of clarity and unrestricted assignments, which 6 out of 8 members agreed with. Aside from that, they lack confidence since they are worried of making mistakes in areas like as pronunciation, grammar, and so on. As we can see, different phonological difficulties, such as grammatical structure, cause

anxiety in members. As with the speaking components, phonics and linguistic usage are two of the components that speakers must develop and master. Speaking anxiety would result from a lack of speaking abilities.

All concerns that members have woven come from their circles: they are frightened to make errors and the phonological elements. As we notice where the learners are having wonderful circles in which they do not feel judged or intimidated, each of them will assist them in reducing their nervousness when speaking. It depicted the difficulties that cause students' speaking anxiety based on the idea. There are various plausible reasons why pupils are anxious. They lack confidence, are fearful of making errors, and English is not their first or second language.

Finding of second research question what strategies which are being used by learners to reduce the anxiety of speaking in the class? For the second research question, two themes emerge from the analysis of eight respondents: the effectiveness of technique, behavioral method, classroom environment, and instructor helpful feedback.

Table 2. Research Objectives

Research Objectives	Number of Interview Questions
Identifying the method that used by learners to reduce anxiety of speaking in English.	6,8,9,10,11

Table 3. The Number of Interview Questions According to Instrument

Themes	Respondents	1	2	3	4	5	6	7	8
Affective Strategy	-Self recognizing			✓	✓	✓		✓	✓
	-Assertiveness training			✓			✓		
	-Relaxation		✓			✓	✓	✓	✓
Behavioral Strategy	-Evasion of eye contact						✓		
	-Practice and Preparation			✓	✓				
	-Listening to an English song and watching movie in English	✓				✓			✓
	-Using English in social media					✓			
The atmosphere of classroom	-The learners are given a space and opportunity by teachers		✓			✓			
	-Less anxious in small and comfortable class		✓			✓			
	-Feedback communication both learner and teacher						✓		
Positive feedback from teacher	-Comprehending the learner		✓	✓				✓	✓
	-Role of the teacher	✓		✓	✓	✓			

Actually, each student has their own inclinations and learning style that appear to aid in the expansion of their English proficiency. The use of social media these days has made a difference in the extension of vocabulary and the construction of their knowledge of the structure of their language. People nowadays, for example, like watching videos from English speakers on YouTube.

Learners can see how the natives communicate and interact with one another. Students' performance in using the language is influenced by their exposure to English songs and films. Three out of eight respondents specifically said that this presentation had a significant influence on their vocabulary and degree of assurance.

In terms of teachers' duties, it is critical for instructors or teachers to play a role in influencing the learners who are impacted by these difficulties. A excellent teacher is someone who cares about and supports the learners' learning journey. They will always demand guidance from the teacher, and the manner the teacher conveys caring signals will undoubtedly increase pupils' motivation to recall while decreasing their worry level.

Thus, the strategies that may be used to reduce understudy chatting have been categorized into four groups. The four methods are comprehensive of effective approach; they include relaxation, self-motivation, and planning. The present is Behavior technique, which contains avoiding eye contact, planning, and practicing, using English in social media, seeing English films, and listening to English Tunes, and speakers donating places and openings to learners. The third is Classroom environment, it incorporates less uneasiness in little and comfortable classes and two ways of communication. The fourth is strong criticism from the teacher., It can be accomplished through comprehending the learners and the role of teachers.

4. Conclusion

All of the research tasks in this study indicate that speaking anxiety, which is commonly felt by EFL learners, is caused by a few factors. It might come from both students and instructors. As a result, in order to deal with these challenges, both instructors and students must contribute to what they can do to solve them. Because the success of learning activities is mostly dependent on communication abilities, it takes a lot of effort from both parties to make the learning more meaningful.

Few suggestions for further research can be made based on the confinements of the study. It is proposed for the researcher to have more respondents whereas exploring this study. Future researcher can conduct the following inquire about in this region with a more prominent number of EFL learner study to guarantee that more unequivocal comes about will be gotten. Future researcher ought to do comparison considers on speaking of anxiety in both face-to-face and online classrooms. Future researchers should investigate other factors that influence speaking fear, such as the lesson modality. Following that, the teachers and educators in the course may be affected by anxiety as well. As a result, the researcher should consider the learners' worry, which is not fair from the learners' perspective. This is critical in order to make progress in both instructing and learning forms as a whole. No one should be left behind, since there is always space for growth on both sides.

Meanwhile, the consequence of this research, which focuses on one student's deficit in learning English, might be proof that it is quite frequent to find that even university students still find it difficult to express their opinions and views in English. Couples, according to the results, are the reasons that make students feel this way. As a consequence, in order to reduce those potential obstacles and make English speaking more familiar, both students and teachers must participate by using some of the research findings.

As a result, the research has concentrated on learner speaking anxiety. English may be evidence that is often found and used, and most learners find it difficult to execute their ideas using English. As a result, the concerns affecting learners include the environment, support, and circle. Furthermore, in order to stress these issues and encourage students to speak English without hesitation, teachers must be able to make decisions such as using a wonderful approach or strategy that was indicated in the research results.

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