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"ENGAGING ENGLISH LEARNERS IN NEGOTIATED LANGUAGE LEARNING"

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SIEC Siliwangi International English Conference 2016

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PREFACE

Welcome to Siliwangi International English Conference (SIEC) 2016 organised by English Education Department, University of Siliwangi.

A rapid move of globalization and a burgeoning impact of *English as Lingua Franca* (ELF) have potentially established and fostered the research issues in second (L2) and foreign (FL) language teaching and learning. However, a dearth of attention has been devoted to second language and foreign language listening and speaking viewed from the learners-centered lens. This notion becomes the point of departure for refining a language teaching and learning to be more innovative and creative. With this in mind, engaging English language learners in negotiated English language learning is the avenue to enlighten the language teachers, learners, researchers, material developers and policymakers in framing their capacities for betterment in a language teacher education.

The current proceeding offers valuable information towards the aforementioned issues. In other words, the selected papers represent the cutting-edge developments, particularly in the realm of second and foreign language learning and teaching in multicultural contexts. Briefly stated, it envisages the readership in a wider interest of investigations, particularly in ESL and EFL settings. More specifically, it enables the pre-service and in-service teachers, teacher trainers and educators, professional development coordinators, administrators and researchers in exploring further about theories and practices in teaching and learning English.

The publication of the SIEC Proceedings has taken a long process for a year involving conference planning, screening of presentation abstracts, and the preparation of the Conference Proceedings.

We would like to express our gratitude to the fine work of our contributing presenters upon which the accomplishment of the SIEC 2016 Conference Proceedings depends. We applaud their considerable effort and thank each author for regarding our publication as a venue for sharing their insights.

SIEC 2016 Committee
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UNDERSTANDING SPEAKING ANXIETY IN EFL CLASSROOM

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ABSTRACT

This paper was mainly intended to explore factors that contributing EFL learners' speaking anxiety and strategies that EFL teacher use to assist EFL learners reduce their speaking anxiety. It was a qualitative study involving 3 EFL learners and 1 EFL teacher in speaking class of English Department IAIN SMH Banten. Classroom observation, interview and EFL learners' reflective journal play as data collection methods. The result of this study indicated that factors contributing to speaking anxiety starting from individuals' self esteem, environment to behavioral factors. In addition, strategy that EFL teacher applied to reduce EFL learners' speaking anxiety was applying cooperative learning. Assigning EFL learners to work on group, providing interesting speaking activities and creating non threatening atmosphere of speaking class became the major strategy.

Key words: *Speaking anxiety, self esteem, cooperative learning.*

INTRODUCTION

A number of previous studies have reported language anxiety among L2 learners. (Horwitz, E., Horwitz, M., & Cope, 1986; Krashen, 1988; Horwitz & Young, 1991; Pappamihiel, 2002; Gardner, Masgoret, Tennant, & Mihic, 2004; Gregersen, 2005; Liu, 2006; Evans and Green, 2007; Yan & Horwitz, 2008). Pappamihiel (2002), for example, investigated level of language anxiety in middle school students. It was found that students experienced more stress in their interactions with mainstream classes than ESL classes. Besides, Gregersen (2005) pinpointed that L2 learners who felt anxious in their foreign language learning might find their study less enjoyable. In addition, Liu (2006) investigated a study with Chinese undergraduate non-English majors at three different proficiency levels. His findings reported that more than one-third of the students in each group were anxious in Oral English classroom. The more proficient students tended to be less anxious. The students felt the most anxious while talking to the teacher and speaking alone in front of the classroom, but they felt the least anxious during pair work and much less anxious in speech communication. However, more research needed to be conducted in this area in order to give comprehensive findings. One of them dealing with speaking anxiety among EFL learners in university level and teacher's strategy to assist L2 learner reduce their speaking anxiety.

Among other language skills, speaking tended to be the most challenge skill for L2 learners. Beside that, this skill became indicators whether L2 learners had to be succeed to convey their message orally by using L2. In other words, speaking became the most anxiety-provoking skill. Moreover, Horwitz, et al. (1986) defined foreign language anxiety as a distinct complex set of self-perceptions, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of the language learning process". Specifically, this theory guided me to analyze the data.

METHODS

In order to learn more about speaking anxiety in EFL classroom, this study applied qualitative research by its nature as it focuses on the process of a specific phenomenon (Maxwell, 1996). Specifically it was a case study as it explained an event or occurrence that is of interest to the researcher from the participants' view points (Gall et al., 2007). The foci of this study were factors that contribute EFL learners' speaking anxiety in EFL classroom and strategies that EFL teacher used to assist EFL learners reduce their speaking anxiety.

Moreover, this study was conducted in one speaking class at IAIN SMH Banten – Serang. It involves 3 EFL learners with different achievement in speaking classroom and 1 EFL teacher who facilitated this speaking class.. The division of students based on EFL teacher's recommendation. In addition, the instrument used in this study is classroom observation, interview and EFL learners' reflective journal.

Data was collected from 3 EFL learners and 1 EFL teacher. Soon, after classroom observation had been done, EFL learners and EFL teacher were interviewed relating to speaking anxiety from both sides, EFL learners and EFL teacher. The last, EFL learners' reflective journal would be analyzed to gain their learning experience in EFL classroom dealing with speaking anxiety.

FINDINGS AND DISCUSSION

Following paragraph dealing with research questions of this mini study: what factors that contribute EFL learners' speaking anxiety in EFL classroom and what strategies that EFL teacher used to assist EFL learners reduce their speaking anxiety.
1.   What factors that contribute EFL learners' speaking anxiety in EFL classroom?

Data from classroom observation reflected that 1 EFL learner who categorized as low achieving student seemed to be anxious when her teacher asked her to practice role play in front of classroom. Although she performed role play with her peer, she seemed forgot to the dialogue that she had practiced with her peer before. In addition, she pronounced some words wrongly. However, she was helped by her peer to start conversation. This situation was confirmed with interview. She argued that talking in from class made her forgetting all dialogue.

Tidak tahu kenapa tiba tiba blank saja pikiran pas Bu A menyuruh saya mempraktekan role play. Padahal bener saya sudah hapal ketika kita diskusi. Terus terang saya akui saya jelek dalam pronunciation. Susah diubah.

I don't know why my mind is blank when Mrs. A asked me to practice role play in front of class. Indeed, I have already remembered the whole dialogue. Then, if I see Mrs. A, I am nervous,. Besides, I admit that my pronunciation is not good, I have difficulties how to change it.

Moreover, in her reflective journal she wrote that she lack practiced
Speaking, that why she was not confident to speak English. Besides, it made her anxiety a lot. She wrote that she was better in reading and writing. In contrast, participant who categorized as a higher achieving student seemed to be confident in this speaking class. Although it was still found a few wrong pronunciation, he did not look worried at all. Besides, he was patience enough to wait his peer practiced the

dialogue in role play. Indeed, I found that this participant changed the utterance in dialogue. He changed the word with its synonym. In addition, he changed the structure of the sentence, from active to be passive voice. He also changed words with words of easier pronunciation.

Saya tidak terlalu khawatir ketika saya harus mempraktekan role play. Yang terpenting bagi saya tahu maksud percakapan itu. Jadi saya akui saya merubah beberapa kata. Hal ini membuat partner saya kesulitan. Saya mohon maaf.

I am not worried when I have to practive role play. The most important for me, I know the aims of that conversation. I have to admit that I change some words. It makes my partner difficult. I apologize.

Moreover, he wrote in his reflective journal that he needed more challenging activities for speaking class. The activities did not only focus on group work, but also working individually. He wanted to get assignment like giving speech.

Another EFL learner who categorized as middle achieving student showed her confident when her name was called to practice role play in front of classroom. She was for sure known what she had to do. She was fluent enough to practice her role. She said exactly what it was stated in the paper. She admitted that she had practiced a lot and she had performed it well. Besides, she liked her role.

Saya beruntung mempraktekan sebagai receiptionist in di sebuah hotel. Saya membayangkan apa yang harus saya katakan dan mainkan. Kata-katanya simple dan saya tahu arti kata-kata tersebut. Saya suka memainkan peran ini.

I am lucky to practice as a receiptionist in a hotel. I image what I have to say and play. These words are simple and I know the meaning of all words. I like to play this role.

In addition, she wrote in her reflective journal that she had no worry anymore if she knew the topic. The topic was familiar for her. On the other hand, she had anxiety if she had no idea about the topic.

What occurred to all participants in this study referred to themselves as individuals, in turn, it connected to what was called as self esteem. Horwitz et al., (1986) argued that individuals who have levels of self-esteem are less likely to be anxious than are those with low self-esteem. It meant that individuals with low self esteem worry about what their peers think, what they concerned was pleasing others. That made causes anxiety to a lot of individuals. In addition, a low achieving student had difficulties to express his/her message in L2 because of limited exposure to English. That made him or her got obstacles when he or she had to speak (Lightbown and Spada, 2006:30). Moreover, behavioral factors could be another factors which made L2 learners anxious, such as avoiding to practice, avoid to eye contact (Gregersen, 2005)

2. What strategies do EFL teacher use to assist EFL learners reduce their speaking anxiety?
For helping her students reduce their speaking anxiety, Mrs. A mostly designed her speaking class with group project. It meant that she asked her students to work on group with a particular assignment. She believed that working on group made her low achieving students improve their speaking skill as they were helped by their high achieving students.

Struktur kelas speaking memang didesain dengan kerja dalam group. Saya ingin membantu mahasiswa saya yang menemukan kesulitan dalam mengungkapkan idea dalam L2. Sesungguhnya dengan kerja dalam group high achieving students juga jadi belajar

Speaking class structure is designed to work on group. I want to help my students who have difficulties in expressing idea in L2. Working on group makes also high achieving students learn.

Furthermore, Mrs. A argued that applying cooperative learning in her
speaking class to make sure that all her EFL learners involved in speaking activities. Cooperative learning is a teaching strategy in which small teams, each with students of different levels of ability, use a variety of learning activities to improve their understanding of a subject. Each member of a team is responsible for playing a particular role. (Johnson, D. W.; Johnson, R. T.; Stanne, M. E.; 2000). In addition, working on group meant each individuals learners involved, in turn it would reduce their speaking anxiety and increase their motivation (Lee, 2002).

CONCLUSION

Teachers play significant role to assist EFL learners reduce their speaking anxiety. The fact that there are various factors contribute speaking anxiety, it should be anticipated by teachers through providing interesting speaking activities, creating non threatening atmosphere in speaking class.

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