

**SILIWANGI INTERNATIONAL ENGLISH CONFERENCE
PROCEEDINGS**
**“ENGAGING ENGLISH LEARNERS IN NEGOTIATED LANGUAGE
LEARNING”**

11 – 13 of November 2016
University of Siliwangi, Tasikmalaya

Internal Reviewer:

Rahmat
Junjun M. Ramdani
Fera Sulastri
Asri Siti Fatimah
Melisa Sri
Neni Marlina
Fuad Abdullah

External Reviewer:

Handoyo Puji Widodo

Layout by:

Rima Hermawati

Cover Design by:

Ally Muhammad Abduh

ENGLISH EDUCATION DEPARTMENT UNSIL

SILIWANGI INTERNATIONAL ENGLISH CONFERENCE 2016
PROCEEDINGS “Engaging English Learners In Negotiated Language Learning”

ISBN:978-602-0826-16-5

Copyright ©2016 by English Education Department UNSIL

All right reserved. No part of this publication may be produced, stored in a retrieval system, or trasmitted, in any form or by any means, electronic, mechanical, photocopying, recording or otherwise, without the prior permission of English Education Department, University of Siliwangi.

Jl. Siliwangi No.24 Tasikmalaya, West Java, Indonesia
Phone: (0265) 323532 englishkip@unsil.ac.id

First Published, October 2016:

English Education Department UNSIL

Jl. Siliwangi No.24 Tasikmalaya, West Java, Indonesia

Phone : (0265) 323532

Email : fkipunsil@unsil.ac.id

Website : www.eng.unsil.ac.id

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
November 2016

TABLE OF CONTENTS

			Page
1.	Aab Abdul Wahab	Grammatical Cohesion in Academic Writing: A Discourse Analysis	1
2.	Ahmad Zaki Mubarak	The Curriculum 2013 design: English Teachers Voice and Its Impact Toward Teaching Professionalism	12
3.	Andang Saehu	The Sketch of Teaching Speaking in Islamic Tertiary Level of Education	27
4.	Ambar Pujiyatno	Boosting speaking and listening comprehension through speech community based learning method	33
5.	Ani Susanti Ali Tarmuji	Free Application for ESL Writing Self-Learning	36
6.	Anisa Mahendrawati Yessi Ismi Wulandari Henne Maslahah	Creating Environment Engagement in Speaking Classroom: A Practical Guide to Teach Students Telling Story	40
7.	Anne Ratna S	Efl Learners' Problems And Strategies In Taking Part As Newscaster In Efl Speaking Class	45
8.	Aung si thu	Developing autonomous learning materials of structure and written expression of TOEFL preparation	49
9.	Baiq Suprapti Handini	The influence of Film Media Through Listening Learning Outcomes And The Interest In Learning English As A Moderation Variable at Yogyakarta University of Technology	57
10.	Chusni Hadiati	Undergraduate Students' Perception toward Listening Profffolio	61
11.	Dewi Agustina	The Use of Mind Mapping Technique in Teaching Speaking	67
12.	Didih Faridah	Improving Supra Segmental Features Of Pronunciation Through Oral Peer Feedback (A Classroom Action Research At The First	71

Grade Students Of English Department Of Galuh University Ciamis In The Academic Year 2013/2014)

13.	Didik Tri Wahyudi Diki Riswandi	Using English Movie to Improve Listening Skill at high School Level	77
14.	Dina Fitriana Agung Farid Agustian Diana Oktavia	Listening Instruction in EFL College Classroom (Research in Listening Subjects in College Level)	82
15.	Edwina Fauzia	Interpersonal Relation Analysis Among Debaters in World Schools Debating Championship	87
16.	Eka Wilany	Oral Corrective Feedback in Speaking Class	93
17.	Eti Nurhayati	Encouraging Students to Speak English in Secondary Schoolp	97
18.	Fikri Asih Wigati	Students' Problem in Writing a Research Proposal	100
19.	Hiqma Nur Agustina	Film as the Medium of Increasing Students	105
20.	Jihan Zahra Nebula	How an Asimilator Learns Listening Speaking through Video Clips	108
21.	Lukman Arif Rahman	The Use of Movie in Teaching Speaking for Young Learners	112
22.	M. Adib Nazri	The Effectiveness of Teams-Games-Tournament to Teach Speaking Viewed from Students' Self-esteem (An Experimental Study at the Tenth Graders of SMK Batik 1 Surakarta in the Academic Year of 2012/2013)	119
23.	Meike Imelda	The Effectiveness of the Think Pair Share Strategies In The Teaching of Speaking Ability to Highly and Lowly Motivated Students in the Tenth Graders of State Senior High School 2 Indramayu	122
24.	M. Izwan Furkon Tri Puji Lestari	Engaging Discussion Technique In Improving Juniors' Speaking Skill (A Case Study Conducted At English Educational Program,	137

UNDERSTANDING SPEAKING ANXIETY IN EFL CLASSROOM

Yayu Heryatun
Naf'an Tarihoran*
yayuheryatun@yahoo.com
IAIN SMH Banten

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; Pappamihel, 2002; Gardner, Masgoret, Tennant, & Mihic, 2004; Gregersen, 2005; Liu, 2006; Evans and Green, 2007; Yan & Horwitz, 2008). Pappamihel (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 pronounciation. 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 pronounciation 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 pronounciation, 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 practice 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 receptionist 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 receptionist 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.

REFERENCES

- Gregersen, T. S. (2003). To Err Is Human: A Reminder to Teachers of Language-Anxious Students. *Foreign Language Annals*, 36, 1, 25-32.
- Gregersen, S. (2005). Nonverbal Cues: Clues to the Detection of Foreign Language Anxiety. *Foreign Language Annals*, 38 (3, Fall).
- Horwitz, E. K., Horwitz, M. B., & Cope, J. A. (1986). 'Foreign Language Classroom Anxiety', *The Modern Language Journal*, Vol. 70(2), pp. 125-132
- Johnson, D. W.; Johnson, R. T.; Stanne, M. E. (2000). *Cooperative Learning Methods: A meta-analysis*. University of Minnesota, Minneapolis: Cooperative Learning Center
- Lee, I. (2002). Project work made easy in the English classroom. *Canadian Modern Language Review*, 59, 282-290.
- Lightbown, P. M., Spada, N. (2006). *How Language are Learned*. Third Edition, Oxford University Press.
- Liu, M. (2007). Anxiety in oral English classrooms: A case study in China. *Indonesian Journal of English Language Teaching*, 3(1), 119-137
- Maxwell, J. (1996). *Qualitative Research Design : An Interactive Approach*. London : Sage

Pappamihiel, N. E. (2002). English as a second language students and English language anxiety: Issues in the mainstream classroom. [Electronic version] *Research in the Teaching of English*, 36, 327-355