

CHAPTER I

INTRODUCTION

This chapter describes the reasons for conducting the research and it deals with several points: introduction that concerns with background of research, formulation of the problems, purposes of the research, limitation of the research, significance of the research, rationale and methodology of the research.

A. RESEARCH BACKGROUND

In Indonesia, English for young learner is taught as a foreign language where in the curriculum it is put on the local content area. It has main goals in developing students' basic communication abilities and their interest in learning English. Concerning to communication abilities which emphasize on oral aspect means that students have to learn to understand what others speak and try to speak out what they want to express in a foreign language class.

However, to make the students able to master all of those competences of English Proficiency is not easy because the process of learning a language is quite long and complex. Many factors can influence the language acquisition. One which is mostly related with foreign language learning problem is anxiety (Taysi, 2015, p.584). Most foreign language learners experience the feeling of nervousness when they speak the foreign language in front of their classmates, teachers, moreover native speakers.

The term anxiety in language learning environment has been called Foreign Language Anxiety (FLA), while the specified term in oral aspect has been called speaking anxiety (Zhiping and Paramasivam, 2013, p.1). The phenomenon

of FLA can be identified by seeing what students do and feel in the classroom as it was found in the researcher's teaching experience. Students seem have difficulty in concentrating, become forgetful, avoid eye contact, spoke in a soft voice and responded with short answers to avoid making mistakes, and even skip the class.

Concerning to those phenomena, anxiety can obstruct students in mastering the foreign language. As what Krashen (cited in Taysi, 2015, p. 584) said that anxiety in language learning environments may hinder the successful acquisition of a foreign language. The more students feel anxious, the more they tend to be silent in learning activities. This means that those learners with higher level of anxiety are predicted to have lower language performance.

However, young learners seem have different responses in learning foreign language. They are more likely to not really look afraid in making mistakes or even express anything in English. As Cameron (2001, p.1) said, "children often seem less embarrassed than adults at talking in a new language". On the other hand, all of them are only assumptions because as a foreign language learner they must experience such feeling of anxiety whether it is in a low or high level moreover in speaking.

Because those are only assumptions, it needs to be proven by a research. That is why this research is focused on English speaking anxiety due to its role as an influencer in students' speaking ability and as the empirical study that proves the assumptions. Thus, the research is conducted entitled: "The Analysis of Young Learners' English Speaking Anxiety (A Case Study at 5th Grade

Elementary School Students of SDN Pakuwon I in the Academic Year 2015/2016)".

B. RESEARCH QUESTIONS

In this research, some questions are formulated as the groundwork to conduct the research, as follows:

1. What is the level of English speaking anxiety at 5th grade students of SDN Pakuwon I?
2. What are the sources of English speaking anxiety at 5th grade students of SDN Pakuwon I?
3. What kinds of strategies that the 5th grade students of SDN Pakuwon I used to cope with their anxiety?

C. RESEARCH PURPOSES

Based on the formulation of the problem, this research is intended to:

1. Identify the level of English speaking anxiety at 5th grade students of SDN Pakuwon I.
2. Seek the sources of English speaking anxiety at 5th grade students of SDN Pakuwon I.
3. To investigate the kinds of strategies that the 5th grade students of SDN Pakuwon I used to cope with their anxiety.

D. RESEARCH LIMITATION

Based on the research question above, the Analysis of Young Learners' English Speaking Anxiety Study discussion is limited at 5th Grade Elementary School Students of SDN Pakuwon I. The research itself is focused to answer the three research questions.

E. RESEARCH SIGNIFICANCES

This research is expected to provide theoretical, practical, and policy-based significances.

1. Theoretical Significances

This study gives new information about English speaking anxiety in Young Learner especially at 5th grade elementary school students. In addition, it strengthens several theories that are generally used to investigate Foreign Language Anxiety especially in speaking.

2. Practical Significances

This study give an inspiration to teachers in choosing, making and innovating the best way of approach or strategies in teaching English to young learner by concerning on their anxiety especially in speaking

3. Policy Significances

This study may give a new policy for the education system in schools to discuss more about students' anxiety and the best solutions of it.

F. RATIONALE

This study works in the area of Foreign Language Anxiety in young learner. Although young learners seem not really looked afraid when they express anything in English, it does not mean that they do not have any kinds of fear. As a Foreign Language Learners, they may experience feeling such as nervousness, trembling, murmuring and hatred in class when they learn the foreign language especially in speaking.

According to Lanerfeldt (cited in Basic, 2011 p.4), speaking anxiety is known as something that has a great impact on one's self-confidence since it often makes one experience failure when not being able to speak out and show what one knows. Irregular heartbeat, perspiration, stumbling and an inability to act are a few symptoms that block ones capacity to act and speak.

As it is stated before that those learners with higher level of anxiety are predicted to have lower language performance, it also means that every learner has a different level of anxiety. To know the level of anxiety of every people, there should be a tool or indicator to measure it.

Horwitz, M. B, Horwitz, E. K., & Cope, J. A. (1986) presented the uniqueness of foreign language anxiety and introduced the Foreign Language Classroom Anxiety Scale (FLCAS) as a tool to measure anxiety levels as indicated by communication comprehension, fear of negative evaluation, and test anxiety.

Then, to know whether the anxiety is experienced by students or not, it can be observed from several signs. Studies reported that there are a number of

signs of anxiety that the students can show which includes apprehension, threat, palpitation, trembling, perspiring, freezing and going blank during the lecture.

Zhiping and Paramasivam (2013, p. 6-7) describe the signs of anxiety with the attitude of students who try to cope their anxiety. The attitudes are keeping silent, avoiding eye contact, being with friends, and expressive reactions. Thus, the phenomenon of anxiety that is experienced by every student can be observed from their attitude

G. RESEARCH METHODOLOGY

1. Research Design

Relevant to the purpose and research question above, this research is designed in qualitative method. Moleong (2007 p.105) states the qualitative method is a research procedure that produces a descriptive data of written or oral and the behaviour that can be observe. Then, case study design is employed to capture the details about the Analysis of EFL Young Learners' Foreign Language Anxiety in English Speaking Classroom. Stake (1995 p. 52) states case studies are a strategy of inquiry in which the researcher explores in depth a program, event, activity, process, or one or more individuals. Cases are bounded by time and activity, while detailed information is collected by using a variety of data collection procedures over a sustain period of time. At last, the research findings are described based on the data results that are taken from a questionnaire, observations, and interviews.

2. Research Procedure

To meet the goal of this research, the prescribed steps which help the process of conducting the research become easier and planned well are followed. The steps are shown by the chart below.

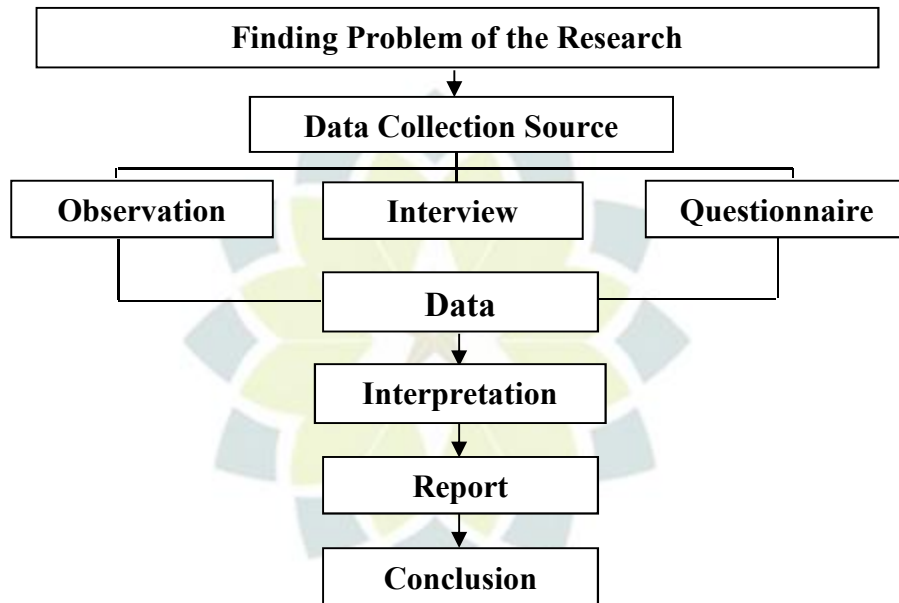


Figure 1.1 The steps of conducting the Research

The first step to do in conducting this research is finding the problem of the research. After finding the problems, the second step is taking the data collecting source which is gained from those three appropriate instruments above at SDN Pakuwon I.

In conducting the data at the school, several steps that have been organized in a schedule are followed.

- a. On the 1st meeting, the school observation is conducted for the purpose of seeking information whether the research subject for conducting this research is appropriate or not. The activities are collecting the profile and

base data of the school and doing socialization with several important parties of the school.

- b. On the 2nd meeting, the permission letter is given to obtain the permission from the important parties of the school.
- c. On the 3th-6th meeting, the instruments are given.

Thus, the total meeting of conducting the data using the three instruments at the school is 4 meetings. Each instrument is given in a separated meeting because here the study do sampling data where data from the questionnaire should be processed before the other instruments are given. In addition, the class observations are conducted in each full English class meeting at the school. The detail is shown by the table below.

Table 1.1 The Research Schedule at SDN Pakuwon I Sumedang

No.	Date	Activity	Note
1	1 st meeting	Collecting the profile and base data of the school and doing socialization	School Observation
2	2 nd meeting	Giving the Research Permission letter to the Principal of SDN Pakuwon I	1 st Formal Meeting with the School (Principal, Curriculum staff, English Teacher and Students
3	3 rd meeting	Giving Questionnaire to the Students	English Class
4	4 th meeting	Conducting Students Interview	English Class
5	5 th meeting	Class Observation I	English Class
6	6 th meeting	Class Observation II	English Class

After gaining all of the data from the questionnaire, interviews and observations, they are next processed by each analysis where the questionnaires

are analysed by Horwitz's measurement, and the interviews and observation are analysed by transcription. For the last step, all of the discussions of each finding were concluded as the conclusion of the research.

3. Research Subject

To make it detail, the research subject explanation is divided into two, which are about the research site and participants.

a. Research Site

This research takes SDN Pakuwon I due to the accessibility and still teaches English as the complementary subject. In addition, based on an interview with one of the English teacher there, it is found that some of the students are considered to have anxious feeling while they are learning English in class. Thus, this situation is appropriate with the cases that want to be figured out in this research.

b. Research Participants

The participants of this research are 27 students which are from class V A of SDN Pakuwon I. The reason of taking 5th grade students of SDN Pakuwon I as participants of this research is because they have been learning English for about one year at the school. They also mature enough to give their cooperation in giving information about the anxiety that they experienced during the English class. In addition, this class is selected based on recommendation from the English teacher who teaches all V classes. The students of that class are reported having such feeling of fear while they are learning English in class.

4. Research Technique

According to Sugiono (2010, p.244) “technique of collecting data is the most important step in the research, because the main purpose of the research is to gain the data”. The techniques of collecting data in this research are giving the questionnaire, conducting the interview and observation to the respondents.

a. Observation

Observation is a method used to gain qualitative data from the students which is intended to observe the phenomenon of speaking anxiety that was experienced by them. They are about the source of the students’ English speaking anxiety and the coping strategies that is used by the students to cope with their anxiety. The data from the observation is used to support the data from the questionnaire and interview.

In observing the students, it only takes six students as the representative sample for the three level of anxiety, low-moderate-high. As Creswell (2012, p. 203) states that in qualitative research, “the intent is not to generalize to a population, but to develop an in-depth exploration of a central phenomenon”, which it is best achieved by using purposeful sampling strategies. In this case, it is “a purposeful sampling strategy in which the researcher samples cases or individuals that differ on some characteristic or trait” (Creswell 2012, p. 204).

Before the observation is conducted, the observation-sheet was prepared in order to make the process of it easier. According to Bogdan & Biklen (cited in Creswell, 2009, p. 168) the information that is observed might include portraits of the participants, the physical setting, particular events and activities, and personal

reaction. So, to catch all of those categories, a table which is consisted of the event, time, Yes/No determiner, and activities, was made. It is shown by the figure below:

Table 1.2 Table of observation

No	Event	Time	Note		Activities
			Yes	No	
1.					
2.					
3.					
4.					
5.					

The 'Event' column showed certain observed-events relates to the students' source of English speaking anxiety and the students' coping strategies. Then, the 'Time' column showed in what time the event was happened. Meanwhile, the 'Yes/No' column determined whether the event was done by the students or not. Last, the 'Activities' column showed the description of the student's specific activities that was done for the certain observed-events.

It takes 2 times of observations of the students activities in the classroom. It is intended to analyse and make sure whether the phenomenon of English Speaking Anxiety is truly experienced by the students or not. Additionally and conditionally, some photos are taken in order to strengthen that the data observations are all truly happened.

b. Questionnaire

Questionnaire is one of the data collecting techniques used that is given to all of the students as the respondents of this research. It is intended to obtain

students' opinion about their feeling when they were speaking English in class, to reveal in what level the students' anxiety is, and to seek the source of their speaking anxiety.

As what Sugyono (2010 p. 95) said that questionnaire is done by the way of giving a set of questions or written statement to respondents to be replied, the Foreign Language Classroom Anxiety Scale (FLCAS) developed by Horwitz, et.al. (1986) is used to collect the data from the questionnaire due to its proven validity and reliability. However, some modifications should be made on the scale because the discussion of this research is specified on Speaking Anxiety. The modified question from Horwitz, et.al (1986) is done by doing these following steps:

- 1) Selecting the question. Not all the items of FLCAS are used. Items with number 1,4,9,18,19,20,21,27,31,33 were selected and used in the questionnaire since those items included statements related to speaking anxiety which is the scope of this study. These questions consist of 3 questions of Fear of Negative Evaluation which are Q1, Q19, and Q31; 4 questions of Communicative Apprehension which are Q4, Q9, Q18, and Q27; and 3 questions of Test Anxiety which are Q20, Q21, and Q33.
- 2) Creating five-point Likert from Strongly Disagree (SD) to Strongly Agree (SA), one is indicating SD and five is indicating SA.
- 3) Changing words. The statements about "language speaking" in the original version were turned to "English speaking" in order to be more precise and specific.

- 4) Translating the items. The items on the questionnaire were translated into Indonesian. In this way, it was aimed to enable students to understand the items better and to avoid any confusion and misinterpretation.

c. Interview

The interview is given to the students. It is intended to gain further information about their experiences in English Speaking Anxiety after they were asked by the questionnaire. In addition, this interview is intended to investigate the coping strategies that is used by the students to cope with their anxiety. In the other words, the data from this interview are used to strengthen the data from the questionnaire.

As what Turner (2010, p.756) said that, “Standardized open ended interviews are likely the most popular form of interviewing utilized in research studies because of the nature of the open ended questions, allowing the participants to fully express their viewpoints and experiences”, standardized open ended interview is used as the second technique to get more information from the respondents about the term that is discussed in this research.

It is the same with the observation that the respondents for the interview use the purposeful sampling where it only takes six students as the representative sample for the three level of anxiety, low-moderate-high. In addition, it is done because of some reasons. First, it makes the process of conducting the interview more effective and conducive. Second, it makes the process of analysing the data easier and refuses confusion.

It takes one time interview for each respondent which are the six representative students from low, moderate and high level of anxiety. The questions of the interview for the students are adapted from the questionnaire that is transferred into a question that can be directly asked. In the other words, the question from the questionnaire is just re-asked with some additions in order to get a deeper and more detail information.

5. Data Analysis

To valid the data, three data collection techniques such as observation, questionnaire, and interview in this research or triangulation are used. According to Yin (2009, p.2), a case study may use multiple sources of evidence, with data needing to converge in a triangulating fashion. All of those techniques are intended to point all set of events and facts.

The next stage after collecting the data from those multiple sources of evidence is analysing them to figure out the result. The data is analysed using Miles and Huberman model, which involves data reduction, data display, and conclusion. (Miles and Huberman cited in Sugiyono, 2010 p.246).

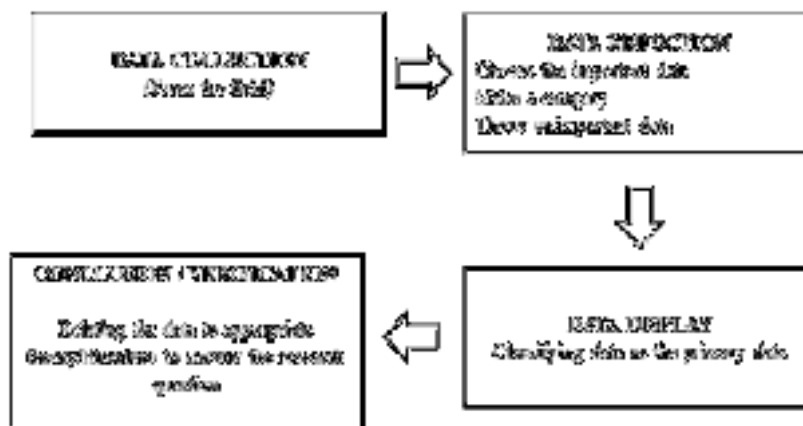


Figure 1.4 Data Analysis Process

a. Data Reduction

Sugiyono (2010, p.246) explains that the data reduction occurs as the research decision which has the conceptual framework, sites, and question. Knowing that there are a lot of data that can be collected, this research takes some reduction to prefer the important and appropriate data that can answer the research question.

b. Data Display

As has been reduced, display data is the next stage. In this step, the data is classified as a primary data. Moreover, this data can be made as a reference for a new theory. Sugiyono (2010, p.246) states that this step helps understanding the further analysis.

c. Conclusion / Verification

The last step is to conclude and verify the data. This step is aimed to find the literature that is appropriate with the data in order to answer the research question properly. In other words, if the data are relevant with the literature, this research's result remains valid, relevant, and credible. (Sugiyono, 2010 p.246).

The detail analysis of each instrument in classifying the data is explained below:

a. Data Analysis of Observation

The data analysis for observation use the general steps that are explained above by Miles and Huberman which is involves data reduction, data display, and conclusion. The data observations on the observation-sheet that are taken from the the six students are analysed together with the data from the questionnaire and

interview. It is because the data from the observations take a role as the supporting data which make the result of the whole analysis clear and accurate.

b. Data Analysis of Questionnaire

The data that is taken from the questionnaire are next calculated by using the calculation of FLCAS developed by Horwitz, et.al. (1986).

- 1) To identify the level of English Speaking Anxiety for each student, these following steps are carried out:
 - a) Averaging the student's ratings of the ten items. As it was mentioned, each answer (SA, A, N, D, and SD) represented each score (5, 4, 3, 2, and 1) and for reverse-scored items in FLCAS number 18 scored 1 to SA, 2 to A, 3 to N, 4 to D, and 5 to SD.
 - b) Classifying the level of each student's anxiety based on Horwitz (2008) classification. It is explained, "Students with averages around 3 should be considered slightly anxious, while students with averages below 3 are probably not very anxious. Students who average near 4 and above are probably fairly anxious" (p. 235). Not very anxious means it has low level of anxiety. While, Slightly anxious means it has moderate level of anxiety. Then fairly anxious means it has high level of anxiety.
- 2) To investigate the source of students' English speaking anxiety, Horwitz's categories of Foreign Language Anxiety are used. Although the term of Foreign Language Anxiety in this research was specified into Speaking anxiety, but the categorization of its sources is the same. The items presented are reflective of communication apprehension, test-anxiety, and

fear of negative evaluation in the foreign language classroom (Horwitz, 1986 p.127). To determine the average score for the each item source of students' speaking anxiety, these following calculation are carried out:

- a) Multiplying a score of each answer by its percentage and dividing the total scores by the number of total questions of FLCAS that has been modified, which are 10.
- b) Classifying the average score of each item based on the classification that was made by Horwitz (2008) as what it is done for the individual level of student's anxiety classification.

c. Data Analysis of Interview

The data analysis for observation use the general steps that are explained above by Miles and Huberman. The first step to do is transcribing the interview that has been recorded. As Seidman (2006, p. 114) said that to work most reliably with the words of participants, the researcher has to transform those spoken words into a written text to study. All of the recorded interview should be transferred clearly into a written text without any exceptions, because as Vygotsky cited in Seidman (2006, p. 114) said that each word a participants speaks reflects his or her consciousness.

The next step is analysing which involve studying, reducing and analysing the text. At this stage, the recorded interview that has been transcribed is re-read, study all of the passages then reduce the material by sorting out what is important by marking it. Reducing the data is a first step in allowing the researcher to present their material and then to analyse and interpret it (Wolcott

cited in Seidman, 2006, p. 119). While the material is being reduced; analyse, interpret and make meaning of it is begun. After that, it lastly concluded becomes the result of the data interview. To get the last finding, the data interviews that are taken from the six students are analysed together with the data from the questionnaire that next are processed become the conclusion.



Reference

- Basic, Lejla. 2011. *Speaking Anxiety: An Obstacle to Second Language Learning*. International Research: Uppsala University Sweden.
- Creswell, J. W. 2009. *Research Design: Qualitative, Quantitative and Mixed Method Approaches*. London: SAGE Publication.
- Creswell, J. W. 2012. *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*. Pearson Education
- Horwitz, M. B, Horwitz, E. K., & Cope, J. A. 1986. *Foreign language classroom anxiety*. Modern Language Journal.
- Horwitz, E. K. 2008. *It ain't over til it's over: On foreign language anxiety, first language deficits, and the confounding of variables*. The Modern Language Journal.
- Moleong, L. J. 2007. *Metode Penelitian Kualitatif*. Bandung: PT Remaja Rosda Karya.
- Seidman, Irving. 2006. *Interviewing as Qualitative Research: A Guide for writers in Education and the Social Science*. New York: Teachers College Press
- Stake, R. E. 1995. *The Art of Case Study Research*. Thousand Oaks, CA: Sage Publications.
- Sugiyono. 2010. *Metode Penelitian Kuantitatif Kualitatif dan R& D*. Bandung: Alfabeta.
- Taysi, Eda. 2015. *A STUDY ON TURKISH EFL STUDENTS' ENGLISH SPEAKING ANXIETY*. Germany, International Journal of Languages' Education and Teaching
- Turner, D.W. 2010. *Qualitative Interview Design: A Practical Guide for Novice Investigators*. Nova Southeastern University, Fort Lauderdale, Florida USA.
- Yin, K. Robert. (2004). *Case Study Method Revised Draft*. COSMOS Corporation
- Yin, K. Robert. (2009). *Case Study Research Design and Method*. UK: SAGE Publication, Inc.
- Zhiping, Diao and Paramavisam. 2013. *Anxiety of speaking English in class among International Students in a Malaysian University*. Malaysia