

ABSTRACT

Husain, Faisal Anwar. 2019: The Reduction of EFL Students' Speaking Anxiety Through Small Group Discussion Technique.

Anxiety is a negative feeling in the English class that needs to be avoided. When students don't want to prevent it, it will have an adverse impact. There are many strategies for minimizing speech stress, one of them is Small Group Discussion. This study found that there are several anxiety factors of EFL students' experience. There are effects of small group discussion techniques to reduce the anxiety of speaking.

This research is aimed (1) to find out several factors for students' speaking anxiety, and (2) to find out the effect of the Small Group Discussion technique on reducing speaking anxiety. This qualitative case study research was conducted at the 11th grade of MA Al-Ikhlash Cicalengka. The data is derived from the observation, questionnaire, pre-interview and post-interview. These techniques have been used to answer the first research question and second research question. The observation was made at the first meeting of the research and fifth meeting of the research because it is the end of English semester in the academic year 2019-2020 to obtain information from the study. The questionnaires were adapted from Horwitz (1986) used to answer the first question in this study, which was used to understand speaking anxiety. FLCAS of Horwitz (1986) was chosen because the FLCAS is standard instrument to know the students feeling toward their anxiety and widely adapted to know the students speaking anxiety before, during and after learning process such as in Atas (2015). The questionnaire consists of 15 topics related to speaking anxiety. Also, the pre-interview and post-interview adapted from Horwitz (1986) to know about the students' anxiety feeling before and after using Small Group Discussion. The interview consists of 10 pre-interview questions and ten post-interview questions.

The result of using the SGD technique to reduce students' speaking anxiety showed: (1) several factors caused students' speaking anxiety. The most frequent cause of anxiety found by the researcher is fear of negative evaluation, while the lowest factor is communication apprehension. (2) SGD technique is one of a suitable technique to reduce students' speaking anxiety and to improve students' students speaking skills. Students were enjoyable when doing discussion activities.

In the next research, it would be better to use more tools, such as student diaries, to make the explanation more explicit and using another technique that requires students to be active in the learning process that can reduce students' speaking anxiety.