

ABSTRACT

Kusumadewi, Valentina Intan. (2015). *Student's Perception on the Speaking Anxiety through Hot Seat Game in Critical Listening and Speaking II Class*. Yogyakarta: English Language Education Study Program, Sanata Dharma University.

Feeling nervous and anxious are two of human being's emotional aspects. Therefore, these feelings are normal for students to experience the anxiety when dealing with speaking performance. One of activities implemented in Critical Listening and Speaking II class is Hot Seat. This activity is intended to help students to improve their speaking skills. However, students experience foreign language speaking anxiety and it can influence their speaking performance and their perception which can lead to their expectation. As a matter of fact, a Hot Seat activity in speaking class makes an important contribution to the second language learning process. There are three research questions in this research: (1) How is Hot Seat game implemented in Critical Listening and Speaking II class? (2) What are students' perception on speaking anxiety when they did Hot Seat game? (3) What is the source of speaking anxiety experienced by Critical Listening and Speaking II students (4) How did Critical Listening and Speaking II students reduce the speaking anxiety?

The research was conducted in a form of survey. The researcher took 100 respondents from fourth semester students who were taking Critical Listening and Speaking course in the academic year 2014/2015 at the English Language Education Study Program, Sanata Dharma University. The instrument used in this research is questionnaire. The questionnaire is a modification from Foreign Language Classroom Anxiety Scale which consisted of 22 items of close-ended questions and 3 items of open-ended questions. The data gathered were put in the table and were analyzed to answer the research problems.

The result of the research showed the implementation of Hot Seat activity in speaking class and it got positive response from almost all of the students. However, although the students thought that Hot Seat activity was a good activity, it was revealed that most of them experienced foreign language speaking anxiety. It became crucial when they could not overcome their anxiety because it affected their speaking performance. The research found the source of the anxiety from Test Anxiety and Fear of Negative Feedback.

Foreign language classroom speaking anxiety is in a form of positive anxiety and negative anxiety. Facilitating anxiety motivates the learner to fight the new learning task, it gears the learner emotionally for approach behavior. It is important for students to have their own way to overcome the negative anxiety.

Keywords: *speaking anxiety, hot seat game, perception*

ABSTRAK

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Perasaan gelisah dan cemas adalah salah dua dari emosi yang dimiliki oleh manusia. Oleh karena itu, perasaan – perasaan tersebut normal dirasakan oleh siswa saat menghadapi tes berbicara. Salah satu kegiatan yang dilaksanakan dalam kelas Critical Listening and Speaking II adalah Hot Seat. Kegiatan ini ditujukan untuk membantu mengembangkan keterampilan berbicaranya. Namun, ada beberapa siswa yang mungkin mengalami kecemasan dalam berbicara bahasa asing dan hal tersebut dapat mempengaruhi penampilan berbicara dan persepsi yang tertuju pada ekspektasi mereka. Maka dari itu, kegiatan Hot Seat di kelas speaking mempunyai kontribusi yang penting dalam proses mempelajari bahasa kedua. Ada empat rumusan masalah yang terdapat di dalam penelitian ini: (1) Bagaimana penerapan permainan Hot Seat di kelas Critical Listening and Speaking II? (2) Bagaimana persepsi siswa terhadap kecemasan berbicara saat melakukan permainan Hot Seat? (3) Apakah sumber dari kecemasan berbicara siswa kelas Critical Listening and Speaking II (4) Bagaimana siswa kelas Critical Listening and Speaking II mengurangi kecemasan berbicara?

Penelitian ini dilakukan dalam bentuk penelitian. Peneliti mengambil 100 siswa semester empat yang mengambil mata kuliah Critical Listening and Speaking II tahun ajaran 2014/2015 di Program Studi Bahasa Inggris, Universitas Sanata Dharma. Instrumen yang digunakan adalah kuesioner yang dimodifikasi dari Foreign Language Classroom Anxiety Scale yang terdiri dari 22 pertanyaan tipe tertutup dan 3 pertanyaan tipe terbuka. Data yang terkumpul di masukkan ke dalam table lalu dianalisa untuk menjawab rumusan masalah.

Hasil penelitian menunjukkan pelaksanaan kegiatan Hot Seat dalam kelas speaking dan mendapat respon positif dari hamper semua siswa. Namun, walaupun siswa merasa Hot Seat adalah kegiatan yang bagus, tampak pula bahwa beberapa siswa mengalami kecemasan dalam berbicara bahasa asing. Hal ini sangat penting karena bisa mempengaruhi berbicaranya. Penelitian ini juga menemukan asal dari kecemasan mereka berasal dari Test Anxiety dan Fear of Negative Feedback.

Terdapat kecemasan yang bersifat positif dan negatif. Adanya kecemasan memotivasi siswa untuk mencoba hal baru dan secara emosional menyemangati mereka dalam pendekatan perilaku.

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