

## ABSTRACT

Roselianne, Teresa Wilmona. (2019). *Speaking Anxiety in In-Class Oral Presentation Among EFL Students: A Case Study*. Yogyakarta: English Language Education Study Program, Faculty of Teachers Training and Education, Sanata Dharma University.

Çagatay (2015) stated that speaking anxiety is known as the common issue among EFL students. Speaking anxiety is a term to describe the negative feeling that is mostly experienced by foreign language learners when they speak using foreign language (Rafieyan, 2016). Based on the previous studies, this issue is likely to appear when the students have to do impromptu speech. But there was also a statement that speaking anxiety is likely to be seen when the students have to demonstrate what they have learned previously in front of others (Onwuegbuzie et al., 2000, as cited in Tanveer, 2007). In English Language Education Study Program of Sanata Dharma University, the students learn about speaking and listening skill critically in Critical Listening and Speaking class. They have oral presentation activity, individually and in groups. The researcher was interested to study the speaking anxiety which were experienced by the EFL students because they need to master 4Cs (Creativity, Critical Thinking, Collaboration, and Communication) in this 21<sup>st</sup> century learning.

There were two research questions in this research, (1) “What are the main factors of speaking anxiety among the EFL students in in-class oral presentation?”, and (2) “What strategies do EFL students use to cope with their speaking anxiety in in-class oral presentation?”

The researcher applied case study method to answer the research questions. This is because by using case study, the researcher is allowed to retain holistic and meaningful characteristics of real-life events (Phelan, 2011). There were 11 participants of the study who were from Critical Listening and Speaking I Class F of ELESP in SDU. The researcher employed three data gathering techniques to gain the data for the study in order to obtain data triangulation to verify validity. There were observation, questionnaires, and focus group discussion.

The results of this research presented that speaking anxiety was mostly caused by speaking without preparation. Meanwhile, the strategy to cope with speaking anxiety were having prior preparation, creating outline, mastering the topic, and adjusting to the atmosphere.

**Keywords:** speaking anxiety, in-class oral presentation, EFL students

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Çagatay (2015) menyatakan bahwa kecemasan dalam berbicara dianggap sebagai permasalahan yang umum terjadi pada siswa yang belajar Bahasa Inggris sebagai bahasa asing. Kecemasan dalam berbicara adalah istilah untuk menjelaskan perasaan negatif yang sering dirasakan oleh siswa saat berbicara menggunakan bahasa asing (Rafieyan, 2016). Berdasarkan beberapa penelitian sebelumnya, permasalahan ini sering terjadi pada saat siswa menyampaikan pidato yang bersifat spontan. Akan tetapi, terdapat juga pernyataan bahwa kecemasan dalam berbicara sering terlihat pada saat siswa mendemonstrasikan apa yang telah mereka pelajari sebelumnya di depan siswa lain (Onwuegbuzie et al., 2000, dikutip dari Tanveer, 2007). Pada program studi Pendidikan Bahasa Inggris Universitas Sanata Dharma, siswa belajar untuk dapat berbicara dan mendengarkan secara kritis di dalam kelas *CLS (Critical Listening and Speaking)*. Mereka memiliki aktifitas presentasi, secara individu maupun kelompok. Peneliti merasa tertarik untuk mempelajari kecemasan dalam berbicara pada siswa EFL karena mereka harus dapat menguasai *4Cs (Creativity, Critical Thinking, Collaboration, and Communication)* di era 21 ini.

Terdapat dua pertanyaan dalam penelitian ini yakni, (1) Apa saja faktor yang paling mempengaruhi munculnya kecemasan dalam berbicara pada saat siswa *EFL* melakukan *in-class oral presentation*? dan (2) Strategi-strategi apa yang dilakukan oleh siswa *EFL* untuk mengatasi kecemasan dalam berbicara saat melakukan *in-class oral presentation*?

Peneliti menggunakan metode studi kasus untuk menjawab pertanyaan tersebut. Ini dikarenakan dengan menggunakan studi kasus, peneliti dapat mendapatkan karakteristik yang menyeluruh dan bermakna dari peristiwa di kehidupan nyata (Phelan, 2011). Di dalam penelitian terdapat 11 peserta dari *CLS I* kelas F. Peneliti memanfaatkan tiga teknik pengambilan data agar mendapatkan triangulasi data untuk memvalidasi kebenaran data melalui observasi, kuesioner, dan *focus group discussion*.

Hasil dari penelitian ini menunjukkan bahwa kecemasan dalam berbicara paling banyak terjadi karena tidak adanya persiapan yang dilakukan. Sementara itu, strategi untuk mengatasi kecemasan dalam berbicara adalah adanya persiapan sebelumnya, membuat outline, menguasai topik, dan menyesuaikan diri dengan situasi kelas.

**Kata kunci:** *speaking anxiety, in-class oral presentation, EFL students*