

ABSTRACT

Panji, Andreas (2023). *A Study of Speaking Anxiety Among 5th Semester Students in the Play Performance Class*. Yogyakarta: English Language Education Study Program, Sanata Dharma University.

Learning to acquire English speaking skills is undoubtedly a challenging task for EFL learners. Among a variety of challenges that inhibit the English speaking skills acquisition is the internal factor, such as a sense of self-efficacy, anxiety, and a lack of self-esteem. This study seeks to investigate how are students speaking anxiety during a Play Performance show best described, to what extent did students of the Play Performance class feel anxious when speaking, and how did they manage to overcome their speaking anxiety. [Office1]

Twenty-two fifth-semester students took part in this study by filling the online survey and six of them attended one interview session. These students attended a class of Play Performance, in which they had to collaboratively work in groups of 22 to 65 members to prepare end-semester play performance or English drama. In each group, they were divided into two big divisions, namely cast and supporting. Performing in an English drama before a large audience inevitably poses some challenges that would cause some speaking anxiety among the casting members. The data gathered included self-administered surveys and interviews.

The findings revealed that the majority of the cast had a moderate level of English speaking anxiety. They admitted to having limited grammar knowledge and poor pronunciation. To deal with such anxiety, they invested more time to independently practice at home, used the practice time on campus more intensely, and read the scripts more frequently.

Three conclusions were drawn from the study. First, the Play Performance class really affect the speaking anxiety of its casts. Second, the moderate level of anxiety among the majority of the students did not inhibit them from performing well. Third, even those having a higher level of anxiety did not give up and step away from the task. It is recommended that teachers make use of small role-play activities to reduce the level of speaking anxiety among the students. For future researchers, it is recommended to involve more research participants and use more robust methodology.

Keywords: Play Performance class, English speaking anxiety, English Language Education Study Program

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Di antara berbagai tantangan yang menghambat penguasaan keterampilan berbahasa Inggris adalah faktor internal, seperti rasa mampu, kecemasan, dan kurangnya harga diri. Penelitian ini bertujuan untuk menyelidiki bagaimana kecemasan berbicara siswa selama pertunjukan Play Performance paling baik dijelaskan, sejauh mana siswa kelas Play Performance merasa cemas saat berbicara, dan bagaimana mereka berhasil mengatasi kecemasan berbicara mereka.

Dua puluh dua mahasiswa semester lima mengikuti penelitian ini dengan mengisi survey online dan enam diantaranya mengikuti satu sesi wawancara. Siswa-siswa ini mengikuti kelas Play performance, di mana mereka harus bekerja sama dalam kelompok yang terdiri dari 22 hingga 65 anggota untuk mempersiapkan pertunjukan drama akhir semester atau drama bahasa Inggris. Di setiap grup, mereka dibagi menjadi dua divisi besar, yaitu tim pemeran dan tim pendukung. Tampil dalam drama Inggris di hadapan banyak penonton pasti menimbulkan beberapa tantangan yang akan menyebabkan kecemasan berbicara di antara para anggota casting. Data yang dikumpulkan termasuk survei dan wawancara yang dikelola sendiri.

Temuan mengungkapkan bahwa mayoritas pemeran memiliki tingkat kecemasan berbicara bahasa Inggris yang sedang. Mereka mengaku memiliki pengetahuan tata bahasa yang terbatas dan pengucapan yang buruk. Untuk mengatasi kecemasan tersebut, mereka menggunakan lebih banyak waktu untuk berlatih mandiri di rumah, menggunakan waktu latihan di kampus lebih intens, dan lebih sering membaca naskah.

Tiga kesimpulan diambil dari studi tersebut. Pertama, kelas Play Performance benar-benar memengaruhi kecemasan berbicara para pemainnya. Kedua, tingkat kecemasan sedang pada sebagian besar siswa tidak menghambat mereka untuk berprestasi. Ketiga, bahkan mereka yang memiliki tingkat kecemasan lebih tinggi pun tidak menyerah dan menjauh dari tugas. Disarankan agar guru memanfaatkan kegiatan bermain peran kecil untuk mengurangi tingkat kecemasan berbicara di kalangan siswa. Untuk peneliti selanjutnya, disarankan untuk melibatkan lebih banyak partisipan penelitian dan menggunakan metodologi yang lebih kuat

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