



Factors causing speaking anxiety faced by Indonesian students during teaching practices in the Philippines

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KEYWORDS

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ABSTRACT

This research aims to know factors causing speaking anxiety faced by Indonesian students doing teaching practice in Philippines and effects of that anxiety. This research applied semi- structure interview to 3 Indonesian students from SEA Teacher batch 8. Based on data, the factors of speaking anxiety were Language Skills, Students' Background, Being Watched and Negative Evaluation from participants' perception. Anxiety has affected to students such as avoiding talked with someone, having fear of miss understanding with students, furthermore improving English in speaking and doing demonstration before teaching English in a class are necessary.

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INTRODUCTION

Anxiety is situation that happened by someone when they have feeling threaten, worry, fear or expect something and it is normal reaction to stressful situation (Connonly, et. al., 2006). Anxiety, especially happen to students can be seen when they demand to do something orally or speaking, it will be hard for some students who are not used to speak in front of other students in a class.

When they have to introduce themselves in front of students, or demanded to speak, for some students used to speak in front of people may show normal reaction like they can speak easily, except some students who never do the same like speak in front of class.

Students with this situation used to feel symptoms such as trembling, heart beating quickly, sometimes they showed wooden-face and those symptoms are situation called anxiety. The inability to control the psychological condition causes the student to forget the idea or words, the language rules to be spoken. (Ildi, et., al, 2018)

Currently, as students who study in Teacher Training an Education, one of competences they should fill is internship, it is provides internship students with practical understanding of the real-world teaching situation (Masadeh, 2017).

Based on the researcher and informal interview, anxiety happened by students performances caused by first experiences. Agustiana (2014) stated that anxiety can be

happened because students' confidence, delivering the lesson, evaluation, and classroom management.

Meanwhile Muslim, et.,al. (2019) found anxiety came from students' speaking ability that divided into 2 categories. First is having fear of miss understanding supervisors' instruction that refers to psychological factors. Second, educational factors that related to bad performance such as application of vocabulary, improper application of grammar rules, incorrect of fluency, inappropriate of vocabulary, insufficient materials preparation, and poor of pronunciation.

Similarly, Tum & Kunt (2013) stated that the application of grammar rules and execution of speaking skill caused non-native teacher students anxious in a class. Related to performance, Horwitz, et. al (1986) divided anxiety into 3 categories : communication apprehension, test anxiety and negative evaluation.

However, having opportunity to get more experiences has been provided by university so students can choose to take internship abroad such as SEA Teacher Project under Southeast Asian Minister Educational Organization (SEAMEO). This program intends to give chances for student-teachers from Southeast Asian universities to complete an international teaching practicum in Southeast Asian schools. The project has four goals: (1) enable pre-service student teachers to strengthen their teaching abilities and methodology; (2) encourage pre-service student teachers to practice their English skills; and (3) encourage pre-service student teachers to practice their English skills. (3) to provide pre-service teachers with a broader regional and global perspective; (4) to expose prospective teachers to a variety of teaching and learning circumstances and possibilities, as well as the importance of flexibility (SEAMEO, 2016)

There are 11 ASEAN Country has assigned as part of SEAMEO, one of them is Philippines where Indonesian students take internship for a month. As matter of fact, English as second language in Philippines where students in class used to speak English, it would be more complicated for Indonesian students as foreigner. Having different languages could be one of factors anxiety happened by Indonesian students no matter how prepared well them

Hence, by following (Timina, 2015) findings in Taiwan, it discovered the major causes of student speaking anxiety belong to three intersect groups: psychological, educational and socio-cultural. Concerning the main psychological cause, the students feel reluctant to speak English aloud for fear of not understanding or misunderstanding . The second group of speaking anxiety causes is related to lack of fluency, making errors, poor knowledge of vocabulary and insufficient oral practice in class. Hence, lack of confidence leads to fear of public failure and/or ridicule. Regarding to the socio-cultural cause, it turned out to be the traditional shyness of the Chinese people and their dislike of speaking in public (Blöte, Kint, Miers, & Westenberg, 2009; Cheng, 2002; Tanveer, 2007).

Furthermore, the researcher found the gap, from the previous study above, the researcher found the gap to do this research. The previous studies were not found yet anxiety faced by foreigner from different major in teaching practice especially in international class. Therefore the researcher focused on speaking anxiety faced by Indonesian students' experiences doing teaching practice in Philippines.

The research had two research questions which were:

1. What factors Indonesian students faced speaking anxiety doing

- teaching practice in Philippines?²
2. How anxiety impact Indonesian students doing teaching practice in Philippines?²

METHODS

This research applied qualitative design. According to Creswell (2014:4) qualitative research is an approach for exploring and understanding the meaning of individuals or groups to a social or human problem. It is an appropriate method that the researcher is able to get information deeply about an issue which speaking anxiety faced by Sea Teacher in their performance by doing interviews. In addition, the researcher needs a complex and detailed of speaking anxiety that can influence Sea Teacher internship students' performance.

The researcher used purposive sampling. According to Musfiqon (2012:96) purposive sampling is selecting participants based on specific purpose of the research. The participants were students who have been taken internship program namely Sea Teacher Project on Philippines batch 8.

This research took University of Santo Tomas, Manila, Philippines where 3 Indonesian students as participants have been finished internship on Sea Teacher Project on 1st - 28th September 2019. The students have finished internship at lab school that is UST-EHS and during internship program students have stayed at International Dorm namely Domus Mariae.

Instruments

In this research, the researcher was the main instrument. It means the researcher handled instruments which interview used for this research to be data form participants. The interview is a purposeful interaction to explore or probe a participant's responses to gather in-depth data about their experiences and feeling (Gay, et. al., 2012). The researcher did interview on November 2021, interview has been done via phone with participants. The researcher also took notes and recorded all of interview with participants in order to transcript of the research.

Data Analysis Procedures

The data has been collected by doing interview. First, contacting Indonesian students who finished Sea Teacher Project in Philippines and asked their experiences which focused on anxiety during internship. After getting data the researcher make a deal with participants to do interview via phone which have speaking anxiety. Because this research only take data by interview, furthermore during interview, the participants also took notes and recorded all of interview to be transcript of this research and this interview also helped the researcher to get more data from participants by their experiences during internship program. Interview used semi- structured interview so before doing interview, the researcher contacted the participants to ask their experiences and after getting data via Whats' App and took notes, then researcher doing interview via phone because of distance between participants and the researcher.

The analyzing of data, the research used technique analyzing data from Miles and Huberman (1992). First is the reduction of data, the researcher focused

on took, selected the data by used color code to mark or highlight the data based on research questions and theory that used by researcher. Second, the researcher showed the data. It is to make easier in understanding the data and to make conclude the conclusion. And lastly, The researcher checked the correctness of the data to the participants. Then, the researcher make conclusions.

FINDINGS

Communication Apprehension

According to Hotwitz, et., al (1986) communication appherension related to communication skill from participants. Communication apprehension sources can be seen from participants' language skill.

Participant 1 has limited of language skills in English caused participant having fear of miss understanding, as participant stated "misalnya kalau mereka ngomong apa terus kita tu mau jawab apa tapi kan kalau ga ngerti malah jawabannya ga nyambung makanya panic". (when they speak or ask and what we answer but if i don't understand, of course my answer would be uncorrect and that's make me panicked)

Language skill affects to participants activity, as stated by participant 1 "kayak pengen ngobrol sama orang luar dengan bahasanya mereka tapi karena itu yang menyebabkan aku jadi nervous, misalnya aku pergi beli makan, aku kayak jarang banget beli sendiri dan udah takut duluan dan takut bertemu dan diajak ngomong". (like i want to talk to someone else with their language but because of that make me nervous, such as i want to buy food, i was rarely to do it by myself and i was scared earlier and fear to meet and asked to talk)

Meanwhile participant 2 anxious when choosing some vocabularies to explain the materials to students in a class, as participant stated "Kalau kecemasan itu datang tiba tiba ketika memikirkan vocabulary yang tepat untuk mengungkapkan tertentu apalagi dibidang sains kalau vocabularynya salah atau istilah yang disampaikan salah pasti meaning dari materinya akan jauh berbeda jadi panik untuk menggunakan kata perkata". (Anxiety comes suddenly when i have to think some words that i can use to explain the lesson meanwhile in science there are some certain term that we derliver and if we use uncorrect words or terms it brings to another meaning and will be different, this situation caused me get panicked to use word by word).

Anxiety also comes when student in a class asking to participants, as participant stated "dan juga ketika murid bertanya yang sebelumnya belum saya persiapkan seperti itu". (and also when students ask that i have no prepare with it before)

Similarly, participant 3 has anxious when student didn't understand what participant said, as participant stated "setiap ngajar pasti takut kareno kan pas dio tanyo tu amb tu takut idak menguasai materi sebenarnya amb paham cuman amb tu takut kelak ambo nyampaikan dan ambo jawab pertanyaannyo takutnyo idak paham padahal amb tu menguasai dan kebetulan amb udah menguasai materi kemarin tu cuman takutnyo kalau tobo tu nanyo lagi takut bingung oleng cak mano ndak jelasin tobo ko". (every teaching practice have scared when they ask me and im scared that im not mastered the lesson and when i answer im afraid they don't

understand even though i was mastered the lesson at that time, and accidentally i have mastered the lesson but at that time i was scared if they confused and blank how to explain them)

Test Anxiety

According to Horwitz, et., al (1986), test anxiety refers to failure during performance, this situation usually make participant got symptoms while teaching practice in a class, such as sweating cold, blank, felt cold and hot at the same time, puke, and go to toilet without reason.

Participant is center of attention, before doing teaching practice in class. Being watched by students and mentors in class could make participant anxious. Participant 1, while doing demonstration in teachers' room, some teacher watched participant performance and make participant nervous and blank, as participant stated, "ada beberapa orang yang lihatin aku jadi aku tu main gugup dan mau ngomong apa bingung jadi aku tu langsung kayak eh eh dan kata guru pamong aku kayak its okay dan lanjutin tapi akunya udah gugup jadi bingung mau ngomong apa lagi". (there were some teacher watched me while im doing demonstration its make me get nervous badly and i confused what should i say and suddenly say "eh eh" and my teacher mentors have encouraged me like it's okay and keep continue but because i was nervous earlier i don't know and confused what should i say again).

Similarly, while doing teaching practice, participant didn't relax when mentors watched while participant doing teaching practice, as participant stated "jadi pas diawal tu conversation antara aku dengan murid tu kayak kaku padahal harusnya natural tapi karena dilihatin sama mereka jadinya kaku". (so at first time, i try to make conversation between me and students but instead i was not relax even though i should be natural but because being watched by them that caused me not relax.

Being watched by mentors and students while participant becomes as center of attention caused having fear of failed during teaching practice, as participant 3 stated "ambo tu gagal takut nian malah kareno tekanan dari mentor yang nengok ambo gugup nian takut melakukan kesalahan apolagi mentor lain yang nengok ambo kalau kito buat salah nampak nian". (im afraid that i will fail, moreover when mentor watched me i was so stress and so nervous, im afraid of making mistakes moreover other mentors who watched me and if i make mistakes it will be found easier)

Negative Evaluation

Horwitz et., al (1986) stated negative evaluation as apprehension about others evaluation of evaluative situation and expectation that others would evaluate negatively. Participant 1 stated negative evaluation came from language ability, as participant said "aku tertekan banget kayak wah orang itu kok jago gitu bahasa inggrisnya, dan ya allah kok aku bisa bisanya gitu pergi tapi preparenya itu belum prepare", (i just think like how do people speak so fluently but i don't and too bravely to go here but not well prepare)

Meanwhile, participant 2 stated that evaluation is needed in order to know the performance during teaching practice, according to participant stated "nungguin

apa aja sih yang kurang dari penampilan aku gitu soalnya yang negative itu gak dari diri kita sendiri”, (waiting what have been missed from my performance and negative thinks was not from ourselves)

Participant 3 has fear of evaluation, moreover participant didn't want mentors and students upset the performance gave, as participant stated “yo amb tu takut nian amb tu idak ndak orang tu berpikir kecewa”, (i was so scared if i make people upset).

The Impacts of Speaking Anxiety

Anxiety has contributed bad impacts if someone could not handle it, and it has set someone minds to think negatively and make scenario that might not happen. During internship, anxiety affects participant to think negatively that have not yet. Participant 1 showed symptoms that that affected participant in a class or in a dorm during internship because of having anxiety.

During internship participant could not sleep well, being lonely and separated with other students in dorm, and avoid someone else to talk and having fear when someone asked to talk, those symptoms affected participant mentally until back to home, participant still blaming of what participant did in internship. Participant consulted to psychologist because participant has been controlled by anxiety.

DISCUSSION

Based on data from participants, anxiety has been experienced by participants during teaching practice in a Philippines. Communication apprehension sources were language skills or ability, Test Anxiety sources were being watched and students background, and negative evaluation can be seen by perspective from participants doing teaching practice

Having limited language skill such as vocabulary was problem participant has been faced doing teaching practice. “kalau kecemasan itu datang tiba tiba ketika memikirkan vocabulary yang tepat untuk mengungkapkan tertentu apalagi dibidang sains kalau vocabularynya salah atau istilah yang disampaikan salah pasti meaning dari materinya akan jauh berbeda jadi panic untuk menggunakan kata perkata”, according to this statement, anxiety came when participant thinks about using words especially in some terms that should be correct in order to avoid miss understanding

Being watched by mentors caused participants anxious if the performances would be failed and having bad score after that, because being center of attention anxiety can be seen by some symptoms that has been felt by participants such as their body get cold suddenly, heart beating quickly, blank, and not relax.

However, having different background between participants has affected to participants performance. The students who studied in all aspects while participants were various major, participants would think the students have good ability than participant

The evaluation sources came from participant preparation and background who have not taken microteaching before. As matter fact microteaching could be

said as simulation to teach in a class and it would help students to be ready when they teach in a real class.

Anxiety has affected to participants' mindset. During internship participant 1 just doing demonstration in teachers' room which have not taught in a class because anxiety has controlled participant thought to bad things that have not happened yet. The impacts of anxiety that has been controlled participant thought can be seen such as giving up easily, break away from others and avoid to talk with someone else and it is affect to participants' mental and at the end of internship, participant was blaming on herself and need for a long time to forgive herself.

The similarity of this research with previous study was from result of research that was from language ability. Agustiana (2013) stated anxiety comes from feeling worry if their students ask the question which refers to communication apprehension. Tum & Kunt (2013) also found sources of anxiety in speaking were from application of grammar rules and execution of speaking skills. Meanwhile, Muslem, fata, Inayatullah (2019) divided into psychological and educational factors by English students in doing teaching in Indonesia, psychological factors found by having miss understanding, and teachers' instruction and supervision, while educational factors were inaccurate of fluency, vocabulary, grammar, and insufficient materials, and poor of pronunciation.

Compared to previous study, this research have found bad impact of anxiety in speaking itself which is very important to know that anxiety could be dangerous if we can't handle our mind. Besides, participants of this research were from different major it means no matter what major they were, anxiety still happen to every students even to students in a class or students who become teacher in a class or even teacher itself meanwhile participants in this research have finished internship in international class where application of English was factor caused anxiety in speaking.

CONCLUSIONS

The factors causing speaking anxiety faced by Indonesian students are Language Skills, Students Background, Being Watched, and Negative Evaluation from participants' perspective. Some factors have been found gave some impacts on participants in doing teaching practice. The participants regretted teaching because they felt not maximised, cried, and not satisfied with the performance participants have been done.

The impacts of anxiety affected to participant psychally and mentaly such as avoide talk someone, having fear of miss understanding and when students asked.

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