

Investigation of Speaking Anxiety in Case Study Method Classroom

Adysthia Marshanda¹, Aliyah², Awaliyah Muslimah³, Ayu⁴, Azzahra Fitri Andari⁵.
English Education Study Program, Faculty of Teacher Training and Education, Universitas Singaperbangsa Karawang,
Karawang, Indonesia^{1,2,3,4,5}

adysthiamarshanda02@gmail.com, aliyahayila079@gmail.com², Awaliyahmuslimah@gmail.com³, ayufarhani9b@gmail.com⁴, azzahraandari02@gmail.com⁵.

Article Info

Article history:

Received 22 06, 2023

Revised 06 07, 2023

Accepted 15 08, 2023

Keywords:

Speaking
Speaking Anxiety
Case Study
EFL Classroom

ABSTRACT

Speaking is one of the skills in learning English that needs to be mastered. This skill is very important to the master because it relates to the real life of students in communicating. But in fact there are still many students who have anxiety in speaking let alone using English. The use of the case method in learning English can be a solution in improving students' speaking skills in class. In this study, researchers used the case method as a tool to increase student motivation in improving students' speaking skills in learning activities in class. This study aims to investigate students' speaking anxiety in the study method in the classroom. This is qualitative research as a research design. The participants of this research were 10 students from the English Education Department. Questionnaires and interviews are used by writers as data collection techniques. The results of this study indicate that students agree that the case study method can improve their speaking skills because the case study method often asks students to find solutions to many cases and expressing their opinions in front of the class makes them participate in presentations and discussions. Not only that, students believed that the case study method also made students feel motivated to speak in front of the class. So it can be concluded that most students will feel anxious when appointed to speak or express their opinion in front of the class, and they believe that speaking skill is the most difficult thing to master.

Corresponding Author:

Sidik Indra Nugraha

English Education Study Program, Faculty of Teacher Training and Education, Universitas

Singaperbangsa Karawang, Karawang

Email: sidik_indranugraha@staff.unsika.ac.id

1. INTRODUCTION

In learning English, there are four skills that must be mastered by students. These skills consist of reading, writing, listening and speaking. Among the four skills, speaking becomes the skills that really need to be considered in language learning (Rao, 2019). Speaking skills is the basis of a very basic form of human communication. It is a form of human processing where people can exchange ideas, opinions and all other information (Rajitha K, 2020). According to Chaney (1998), speaking is the process of making and sharing meaning by using verbal and non verbal symbols in different contexts. Speaking skill is important because it is related with the abilities to perform in conversation. Speaking is also defined as the process of communicating ideas and messages orally.

People who have good speaking skills can easily share their messages in communication. Meanwhile, people who do not have good speaking skills will not understand what the others are

saying and they can not respond to their conservation correctly. Therefore, students are required to improve their speaking skills. People who do not have good speaking skills are usually caused by several factors, one of them is because of anxiety.

Anxiety is defined as a subjective feeling of tension, apprehension, nervousness and worry associated with an arousal of the autonomic nervous system (Spielberger, 1983). Chiang (2012) described anxiety as the synonym of worry, uneasiness, disquiet, disquietude and inquietude. From two definitions above, it can be concluded that speaking anxiety is something related to some feelings that has a big influence on a person's self-confidence to perform in communication. Speaking anxiety often makes someone afraid of making mistakes and making them unable to speak and show what message or ideas they will share in conversation.

learning usually consists of “self-perceptions, beliefs, feelings and behaviors related to the classroom language learning (Horwitz et al, 1986). In classroom language learning, this speaking anxiety is a serious problem that must be overcome. This problem is a factor that hinders students in improving their language speaking skills in the learning process. According to Rajitha K (2020), there are many factors that can be responsible for causing anxiety. Some of the identified factors through this study are language factor, grammar, pronunciation factor, peer factor, stage fear factor, lack of confidence and shyness.

There are many previous studies about EFL speaking anxiety in various countries. For example in Turkey, a study by Öztürk & Gürbüz, (2014) with the title ‘Speaking anxiety among Turkish EFL learners: The case at a state university’. They used questionnaires and interviews to collect the data and the results of the quantitative data showed that students have a low level of EFL speaking anxiety but the data also showed that speaking skill as an anxiety provoking factor. Meanwhile, a study by Asyfyfa, et.al (2019) in first grade of vocational high school in Indonesia, that focused on the level, the factors, and the strategy to reduce the anxiety about students’ speaking anxiety revealed that the most of the students were in level Mildly Anxious. It also stated that anxiety in speaking a foreign language is a separate phenomenon with its own sources, aspects, variables, and influences on learners. It was also found that pronunciation, immediate questions, fears of making mistakes and negative evaluation are the major causes of EFL speaking anxiety.

Case study is a method of teaching that involves problem based learning for students in order to find the solution in real life situations (Roell, 2019). Nowadays, teachers in higher education tend to use this method because it can enhance students’ participation and stimulate students’ critical thinking (Herreid & Schiller, 2013). However in order to present the idea or solution from the case, students are required to speak in front of their classmates and teacher. The idea of presenting the solution with English can make students terrified or make students anxious when speaking. That's why this research came up with the following research question:

1. What are factors that can make students feel anxious when speaking in the case study method classroom?

2. How to overcome students' anxiety problems when speaking in the case study classroom?

Based on the previous research above, there is still a lack of research for speaking anxiety in case study method classrooms. Therefore, this research was conducted with the purpose to find out the factors that cause student anxiety when speaking English in the case study method classroom. In addition, this research was also conducted to find out how to overcome anxiety problems experienced by these students.

2. METHOD

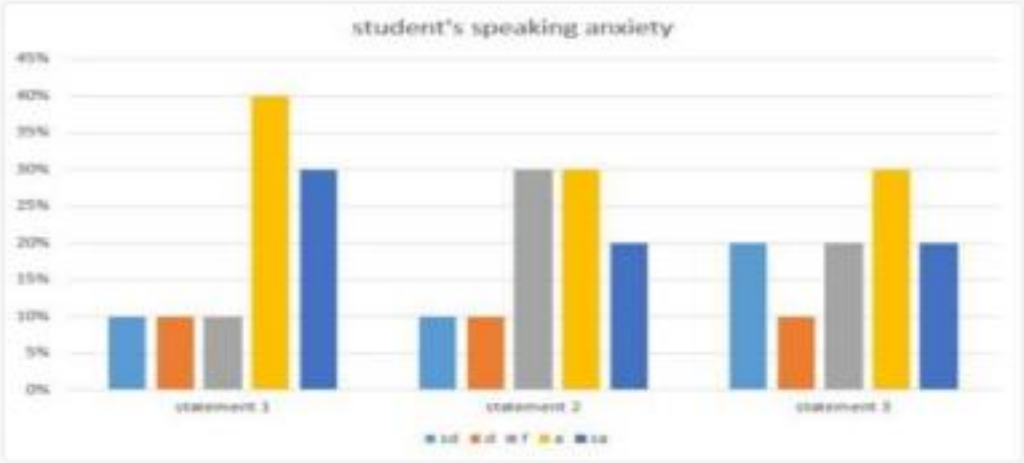
This study aims to determine the factors causing student’s English speaking anxiety in the case study classroom. This study uses qualitative methods to analyze and describe the data. According to Fraenkel & Wallen (2008) in Asyfyfa, et al (2019) qualitative study are stated that: (1) its natural setting is the source of direct data and the researcher is the key instrument; (2) qualitative data is collected in the form of words or images rather than numbers; (3) qualitative researcher examine process as well as outcomes; (4) qualitative researcher tend to analyze the data inductively; (5) the main focus of qualitative study is how people understand their lives. this study was conducted at one of the universities in Karawang and used 10 students who participated in a case study classroom method as participants. To collect the data, the participants are required to answer nine questions that had been prepared in the questionnaire. the type of questionnaire itself is close-ended using likert scale which are categorized into five

agreements (strongly disagree, disagree, fair, agree, strongly agree). besides that, the researcher also interviewed 3 students from the same classroom method randomly to answer seven question related to the objectives of this research.

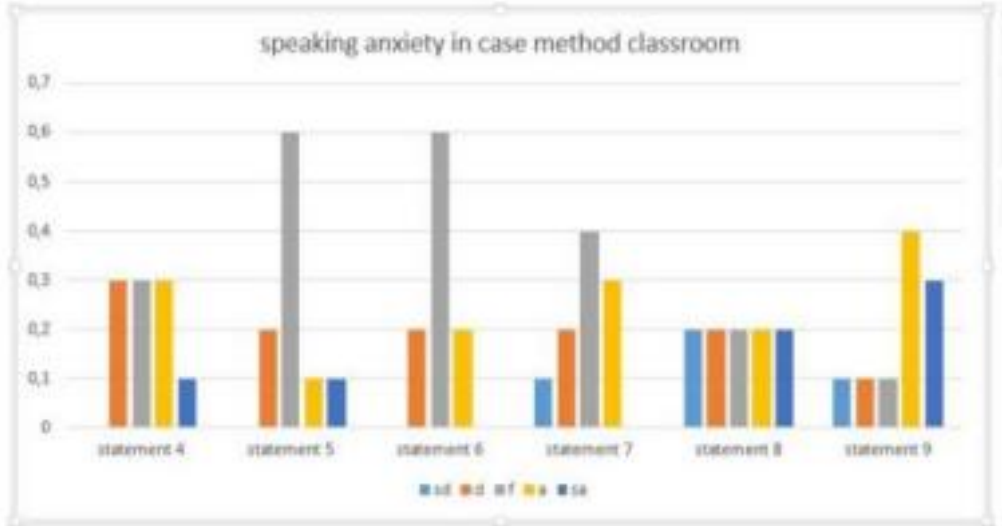
3. RESULTS AND DISCUSSION

Results

The first data was taken by questionnaire. The questionnaire investigates students speaking anxiety and students speaking anxiety in the case method classroom.



The first statement in the diagram showed that the students most likely felt anxious when appointed to speak in front of the class. Because 40% of the students agree with the statement and 30% of the students strongly agree with the statement. Most of the students also feel anxious when expressing their opinion in front of the class. It showed in statement two 20% of the students strongly agree with the statement, 30% agree, and 30% fairly. Statement three showed that most of the students believe that speaking is the most difficult skill to master because 30% students agree with it, 20% students strongly agree and 20% of the students fairly. However, 10% of the students disagree with the statement and 20% of the students strongly disagree that speaking skill is the most difficult skill to master.



The second diagram is about speaking anxiety in the case method classroom. The fourth statement is the benefit of using case methods to practice speaking skill. 10% of the students strongly agree with the statement, 30% of the students agree, 30% of the students fairly, but 30% of the students disagree with the statement. Most of the students or 60% of the students chose fairly that the case method can improve their speaking skill in statement five, 10% agree,

10% strongly agree, but 30% of the students disagree. In the sixth statement, 60% of the students chose fairly that they feel comfortable to improve speaking skills using case method, 20% of the students agree, and 20% of the students disagree with the statement. In the seventh statement 30% of the students agree that they feel pressure in preparing case study answers that will be discussed in class, 40% chose fairly, 20% disagree and 10% strongly disagree. The results of the eight statement about fear of getting small points when answer the case study were varied because each of the categories was chosen by 20% students. According to ninth statement, most of the students agree that they feel motivated to speak in class using the case study method which gives points for their answer/opinion.

The second data was taken by interview. The interview investigates students speaking anxiety, the factors that can cause it and the way to overcome it.

No.	Questions	Results
1	Do you feel anxious when you speak English in public or in class? What are you worried about ?	<p>All participants answered that they felt anxious when speaking English in public or in class.</p> <p>Participant 1 answered that he felt was not right in his English pronunciation and was not fluent. Participant 2 answered because he was afraid of making mistakes in pronunciation and was afraid that what he was talking about was not in accordance with the context. Participant 3 answered because of anxiety when many people were looking ahead and afraid of making mistakes in pronunciation so that the listeners were confused about what was being said, and the feeling of nervousness also interfered with concentrating on what they wanted to talk about.</p>

2	How do you deal with this anxiety?	<p>In the second question all participants answered in different ways in dealing with their anxiety in speaking English in public or in class.</p> <p>Participant 1 answered that they still like to have difficulty dealing with anxiety when speaking in front but by continuing to practice and trying it can help reduce anxiety in speaking English. Participant 2 answered that the way that is most often done is to try to think positively and believe in myself that I am capable even though sometimes it is still difficult. Participant 3 answered depending on the context, like presentations, they usually prepare words in advance for the part to be explained, but if to answer questions the lecturer usually randomly asks from that. Study first what will be discussed so we know the topics to be discussed. , so when we understand the material we will be calm in talking.</p>
3	Do you think the case study method in learning can improve your speaking skills in conveying opinions?	<p>In the third question all participants answered that in this case study method it can improve their speaking skills in expressing opinions.</p> <p>Participant 1 answered that by frequently analyzing the case study method it can also learn to find solutions and is also able to improve speaking skills. Participant 2 answered that according to him the case study method can improve speaking skills because usually there is a post test that is applied in teaching for example discussions and presentations in English and that is one way to improve speaking skills and increase our courage in speaking English. Participant 3 answered because the case study method requires us to issue opinions that we understand and the cases themselves often occur in life, therefore the case study method is able to improve English speaking skills.</p>

		<p>The first participant replied that a friend's reaction was one of the factors that made them insecure when speaking in front of the class. The second participant answered that he felt anxious but he overcame it by thinking positively that no one would laugh at him because he was learning English together. The third participant answered that there were two reactions that might occur. The first is a positive reaction that does not make you anxious and calm, while a negative reaction can make you anxious, confused, and afraid that the topic we are talking about is not conveyed clearly.</p>
7	<p>Why do you think we should hone and develop speaking skills, especially English in public or in class?</p>	<p>In the seventh question each participant agreed to hone and develop English speaking skills.</p> <p>The first participant answered as a prospective English teacher by honing our English speaking skills better when we teach in front of students. The second participant answered in the current era of public speaking to be the judgment of the people, and for ease in looking for a job. Meanwhile, the third participant answered to get used to it and with it can reduce the factors that make us afraid to speak in public or in class, used in everyday life, by constantly practicing our way of speaking we will know how to control the nervousness of speaking in public and we can know our mistakes and be able to evaluate our speaking skills.</p>

From the table above it can be concluded that students have several obstacles that cause them to be unprepared and difficult to speak. Like feeling anxious when about to speak in front of the class. So they are afraid to make mistakes in pronunciation, speak out of context, and sometimes feel nervous. In addition, they also believed that several factors caused them to feel anxious such as lack of speaking practice, fear of being wrong or laughed at by others, and lack of mastery of vocabulary.

Discussion

According to Cheng (2000), students need to be aware of their role as students to learn to speak, especially in English, so that they will be aware of their respective roles and can position themselves to be more involved and reduce anxiety about using language to achieve learning goals. To overcome these anxiety factors, students said that continuing to practice,

think positively and prepare themselves by studying before class can be used to overcome their anxiety. The most basic form of speaking can be defined as a useful and interesting ability involving four cognitive stages namely conceptualization, formulation, articulation, and self control (Levelt, cited in Pawlak, 2015). Moreover, students agree that the case study method can improve their speaking skills because the case study method often asks students to find solutions to many cases and express their opinions in front of the class, makes them participate in presentations and discussions, and also ask them to express opinions based on cases related to real-life situations. However, because speaking techniques are usually carried out in a short time, this will be difficult for students as speakers. So controlling the completion of the stage of success depends on the awareness of those who provide challenges and cause worry when speaking in front of the class spontaneously (Huang, 1998). On the other hand, to improve students' English speaking or communication skills, the first fundamental thing that must be done is to improve listening skills (Doff, 1988). Not only improving students' speaking skills, but the case study method also makes students feel motivated to speak in front of the class, especially for students who want to get a good job because this method helps them to speak fluently with other people in real-life situations.

4. CONCLUSION

In conclusion, most of the students feel anxious when they are appointed to speak or expressing their opinion in front of the class. Students become afraid of making mistakes in pronunciation, speaking out of context and sometimes feeling nervous. Most students agree that speaking is hard to master and they need to implement a strategy or method to overcome their anxiety such as a case study method. After being implemented, a case study method proved to be effective to overcome students' anxiety because case study methods can improve student's speaking skill, students also feel comfortable using it and many students don't feel pressured in preparing case study answers that will be discussed in the class, students feel motivated to speak in class which gives points for their answer/opinion. For the next research, a case study method can be the alternative to overcome students' anxiety in the speaking classroom but the author suggests that future studies use a large number of participants to obtain more accurate data variations.

REFERENCES

- Asyasyfa, A., Handyani, A. M., & Rizkiani, S. (2019). Students' Speaking Anxiety in EFL Classroom. *PROJECT (Professional Journal of English Education)*, 2(4), 581-587.
- Cheng, X. (2000). Asian students' reticence revisited. *System*, 28(3), 435-446.
DOI:10.1016/S0346-251X (00)00015-4
- Chiang, M. C. (2012). The relationship between foreign language anxiety and foreign language speaking proficiency among elementary school students in Taiwan (Doctoral dissertation, *Ming Chuan University*).
- Doff, A. (1988). *Teach English trainer's handbook: A training course for teachers*. Cambridge university press
- Herrera, S., Cruz, C., Ramírez, Y., & Cisternas, L. (2016). Conceptual process design for Boric Acid: A case study for engineering education. In *Computer Aided Chemical Engineering (Vol. 38, pp. 1437-1442)*. Elsevier.
- Herreid, C. F., & Schiller, N. A. (2013). Case studies and the flipped classroom. *Journal of college science teaching*, 42(5), 62-66.
- Horwitz, E., M. Horwitz, & J. A. Cope. (1986). Foreign language classroom anxiety. *Modern Language Journal*, 70, 125-132
- Huang, J. (1998) *Students' Learning Difficulties in a Second Language Speaking Classroom*. Paper presented at the Annual Meeting of the American Educational Research Association, San Diego, CA. Öztürk, G., & Gürbüz, N. (2014). Speaking anxiety among Turkish EFL learners: The case at a state university. *Journal of language and Linguistic Studies*, 10(1), 1-17.
- Pawlak, M. et al. (2015). *Issues in Teaching, Learning and Testing Speaking in a Second Language Switzerland*: Springer Science & Business Media. DOI10.1007/978-3-642- 38339-7
- Rajitha, K., & Alamelu, C. (2020). A study of factors affecting and causing speaking anxiety. *Procedia Computer Science*, 172, 1053-1058.
- Rao, P. S. (2019). *The importance of speaking skills in English classrooms*. Alford Council of International English & Literature Journal (ACIELJ), 2(2), 6-18
- Roell, C. (2019). *Using a Case Study in the EFL Classroom*. In *English teaching forum* (Vol. 57, No. 4, pp. 24-33). US Department of State. Bureau of Educational and Cultural Affairs, Office of English

Language Programs, SA-5, 2200 C Street NW 4th Floor, Washington, DC 20037.
Spielberger, C. D., Gorsuch, R. L., Lushene, R., Vagg, P. R., & Jacobs, G. A. (1983). , et al. Manual for the State-Trait Anxiety Inventory. Palo Alto, CA: ConsultingPsychologists Press; 1983.