



**AN ANALYSIS OF STUDENTS' SPEAKING ANXIETY
IN YOUNG LEARNER CLASSROOM THROUGH
SMALL GROUP DISCUSSION**

**A Case Study of Grade VII Students of SMP Muhammadiyah 1 Semarang
in the Academic Year of 2018/2019**

a final project
submitted in partial fulfillment of the requirements
for the degree of *Sarjana Pendidikan* in English

by
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DECLARATION OF ORIGINALITY

I, Siti Salamah hereby declare that this is my final project entitled **An Analysis of Students' Speaking Anxiety in Young Learner Classroom through Small Group Discussion (A Case Study of Grade VII Students of SMP Muhammadiyah 1 Semarang)** is my own work and has not been submitted in any form for another degree or diploma at any universities or other institutes of tertiary education. Information gained from the published and unpublished work of others has been acknowledged in the text and a list of references is given in the references.

Semarang, July 2019



Siti Salamah

APPROVAL

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MOTTO

“Don’t limit yourself. Many people limit themselves to what they think they can do. You can go as far as your mind lets you. What you believe, remember, you can achieve.” –**Mary Kay Ash**

I dedicate this to:

My father and mother

My beloved sister

My grandparents

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ABSTRACT

Salamah, Siti. 2019. *An Analysis of Students' Speaking Anxiety in Young Learners Classroom through Small Group Discussion (A Case of Grade VII Students of SMP Muhammadiyah 1 Semarang in the Academic Year 2018/2019)*. Final Project. English Department. Faculty of Languages and Arts. Universitas Negeri Semarang. Advisor: Prof. Dr. Abdurrachman Faridi, M.Pd.

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This study is about the analysis of students' speaking anxiety factors that appears in young learners' classroom especially the seventh graders through small group discussion. The aim of this study are to list the speaking anxiety factors that appear in young learners' classroom, to explain how to analyze students' speaking anxiety in young learners' classroom through small group discussion, and to explain how small group discussion to eliminate students' speaking anxiety.

The data of this study were taken from questionnaire, interview, and students' speaking scores. There were 64 students on grade VII at SMP Muhammadiyah 1 Semarang. The questionnaire data were analyzed based on Horwitz et al.'s theory of Language Anxiety (1986) which translated into Bahasa Indonesia. The speaking anxiety factors were obtained from the highest five out of twenty five statements and each statements was calculated based on the students' answer to find out five chosen statements. The analysis of students' speaking anxiety through small group discussion were analyzed qualitatively based on the students' interview answer, speaking score, and also anxiety level.

The findings show that there were five factors of speaking anxiety on students during English class: 1) less preparation during English class, 2) often feel nervous, 3) the students very feel nervous when the teacher asked questions that they have not prepared before, 3) the students afraid do not understand with what their English teacher said, 4) how English teacher treated the students during English class, and 5) peer-pressure in English speaking. The result of interview analysis demonstrated that small group discussion can help the students to eliminate their anxiety during English class especially in speaking activity.

Based on the result, it suggested that the teacher should realize that students' speaking anxiety might occur in the English class, to overcome the anxiety, the English teacher should manage the class situation and condition to be more relax and fun, the teacher also should use the appropriate method to motivate the students to enhance their English language speaking ability.

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CHAPTER I

INTRODUCTION

This chapter deals with introduction of the study which consists of background of the study, reasons for choosing the topic, research problem, objective of the study, significance of the study, definitions and key terms, and outline of the research.

1.1 Background of the Study

English has become the medium in every domain of communication in almost parts of the world. English is called the international language and is also the second language in many countries in the world. Teaching of English as a foreign language is now one of the most important subjects in Indonesian schools. English becomes a foreign language in Indonesia, so it is learned by the students and becomes a subject and also course in some schools in Indonesia. Although many students said that English is difficult to learn and to use. It makes students have no interest and they will never success in English speaking. Teaching English in general covering four basic skills, they are listening, speaking, reading, and writing. According to Morehouse (2017), the four basic skills of language learning are: (1) Listening, listening skills could be enhanced by focusing on making the students listen to the sounds of that particular language. This would help the students with the right pronunciation of words. According to Nagendra (2014), listening is Listening is the ability to identify and understand what others say or speak. (2) Speaking is known as a productive skill or an active skill, as it requires in vocal tract and brains to

correct produce language through sound. Burn and Joyce (1997) state that one of the aims of most language programs is to develop spoken language skills and most programs aim to integrate both spoken and written language. (3) Reading is a learning skill. It helps the students to improve all parts of the English language vocabulary, spelling, grammar, and writing. According to Nunan (2003), reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning, and the goal of reading is comprehension. (4) Writing helps students to consolidate their grasp of vocabulary, structure, and complements the other language skills. Murcia C. and Olshtain (2000) stated that writing is the production of the written words which produce a text that must be read and comprehended in order to communicate.

Teaching English for a foreign language refers to teaching English language to the students where English is not their first or primary language. Teachers of teaching English for a foreign language can be native or non-native speakers. Teaching English for foreign language educators encourage students to improve their English skills through listening, speaking, reading, and writing. Teaching English foreign language is often facilitated through the use of course books, audio-visual aids, and technology-based materials. According to Geoffrey Broughton (1980), teaching of modern languages in schools has an educational function, and the older learner who deliberately sets out to learn English has a clear instrumental intention in order to make the students to be able to communicate with English-speaking tourists or friends,

to be able to read English in books and newspapers. According to Lilly and Nora (2014) explained that teaching English has become a major necessity for developing areas in Asian countries due to globalization and English teaching should develop the ability of the students in listening, speaking, reading, writing and translating. Asian students' education offers different new opportunities and styles to teachers and students. Alina Nicoleta (2014) stated that for teachers of English, the most common difficulties they have to face are oral communication disorders, reading and writing difficulties. However, in teaching English, the English teacher has to benefit from support: the parents', the supporting teacher's and even the school psychologist's.

Teaching speaking for young learners is the fact that they are mixed class with varied abilities, motivations level, expectations, knowledge and different learning styles. For young learners, to start learning a foreign language is like to start learning one's mother tongue. They need some more time to listen to a foreign language in the classroom and they should have also more chances to repeat some of the utterances they hear. In this interpretation, the term 'young learners' includes the whole range of ages and developmental stages of children from infants, young children and older children, through to adolescents, teenagers and young people. In this study, the young learners are students of Junior High School especially grade seven. In learning process, teacher will implement the effective way how to teach the students especially for Junior High School students in order to make them mastery the speaking skill. Bygate (1997) stated that speaking is a skill which deserves attention

every bit as much as literary skills, in both first and second language. Elizabeth (2002) states that speaking is only one of the communication skills we have. To develop speaking skills basically need a closer look and further discussion among the teachers of young learners so the teachers will find guidelines to led students to get involved and interested in learning foreign language. Kiftiah (2001) states young learner is related to the word “childhood”. In many parts of the world kids take on “adult” responsibilities at ages when in other countries they are still protected within their school. For Junior High School students, English is a something new for them to learn even less there are some students who did not get English lesson before. Usually the teacher uses an appropriate technique to teach speaking for young learners’ class to make them easy to understand the materials and also the class will not boring and always fun.

However, not all of the language learners after many years studying English can speak or communicate in English fluently and accurately because they are lack of necessary knowledge. Because speaking is highly anxiety provoking situation (Horwitz, Horwitz & Cope, 1986), anxiety plays a significant role in speaking and is a challenge in speaking in English in classroom. Anxiety is an emotion which affects every learner and as a distinct complex of self-perceptions, beliefs, feelings, and behaviours related to classroom language learning arising from the uniqueness of the language learning process. Felicity (2018) defines speaking anxiety as the feeling of fear, stress or nervousness that could make students’ learning of the language

and may negatively affect their performance. Supported by Kayaoglu & Saglanel (2013) in their research states what disturb students about learning and speaking anxiety are like linguistic difficulties, it caused by lack of sufficient vocabulary and grammar also the pronunciation difficulties, fear of failure, for example they fear to make a mistake , role of teacher and also competitiveness. Teaching English speaking is to improve speaking or oral production of the students includes young learner students. In teaching speaking for young learners or for junior high school students, the teacher needs more efforts to make them understand or mastery English language. In teaching, the teachers need a new good technique or a way to teach English for the students (Hafidah, 2016). Because the students still have a fear in making mistake when they want to speaking English and the students also lack the motivation to speak English.

The teacher can use some methods in teaching learning process to help the students understand about the material that is explained. In applying method, the teachers have to prepare many things like teaching material, classroom management, and many other aspects. To make the students interest in teaching and learning process especially in learning speaking, the teacher should take the best approach, method, and strategies. Because using inappropriate technique can make the students get difficulties in understanding the teacher's explanation and it means that the teacher may fail in teaching. In this case, the researcher used small group discussion as method in teaching learning processes. To support the good competence in speaking, the teacher

can use small group discussion technique to reduce students' speaking anxiety. Group discussion builds a sense of cohesion and trust with one another and helps the students to build their inter-personal skills and confidence about offering individual opinions in group atmosphere (Jun Liu, 2001). Small group discussions can help learners develop a range of speech function and interaction management skills. According to Kelly & Stafford (1993) they say that small group is a more personal situation, it provides opportunities for interaction between tutor or lecturer and students and among students. These skills include using the spoken language to express viewpoints, negotiate ideas, explore options, express tentativeness, modify views, and agree and disagree (Christine, 2007).

1.2 Reasons for Choosing the Topic

There are many reasons of why the researcher chooses this topic as final project. The first reason is English as foreign language in Indonesia and students get English lesson from elementary school until university. Many people in Indonesia believe that English are difficult and hard to understand, so they do not have motivation to learn English. In school or in the classroom, teacher observes which students who have interest in English and which students who do not have or lack interest in English lesson. The teacher will know from the skill that the students have, for example in speaking. The other reason of this research is young learners especially the students in Junior High School. They still have a fear in speaking English include the students in SMP Muhammadiyah 1 Semarang, the students of grade seventh. It caused by the

students are from different elementary school background, so there are some students who still feel strange with English language, especially for some students who did not get English lesson in their elementary school. The students must learn how to speak English very well because English is the most commonly spoken language in the world. If the students are master in speaking English, they will able to communicate with the native speakers fluently and they will enjoy and also understand the English class until they are in high education. So, teaching speaking for Junior High School in order to make the students recognize about English speaking such as how to pronounce the word, how to make a dialogue, even also grammar. Nowadays, there are many ways for the students to learn English language. For example, in their smart phone, television, even in game. Almost all of smart phone and television use English language, so automatically, the students have already accustomed with English language in their daily life. But in the classroom, the teacher wants to introduce more about English speaking to the students and asks the students to practice their English speaking. The students of SMP Muhammadiyah 1 Semarang use Javanese and Bahasa Indonesia as their daily language. So, it is very reasonable that the students take a long time in learning English, especially in speaking activity.

The teachers want their students can speak English fluently. In order to make the students do not have speaking anxiety, the teacher will using small group discussion to help the learning process become effective and fun. Through small group discussion technique, students will interact with their

each group and in speaking lesson they have to try to speak or talk with other students with English language. Brewer (1997) states small group discussion serve intellectually, discussion helps participants become aware of the diversity of opinion on an issue. There must be some factors why the students are anxious when speak English or lack of confidence. From this study, the researcher hopes can analyze students' speaking anxiety especially in young learners by using small group discussion. And by this technique, the students can be more confidence to try to speak English and help the teacher in teaching speaking more effectively. The researcher also hopes to find the factors of students speaking anxiety through small group discussion. The researcher hopes this study can be explained clearly so that English teachers can understand and make it into consideration when they want to teach speaking in English to their students.

1.3 Research Questions

The questions that will be discussed in this study can be stated as follow:

1. What makes speaking anxiety appear in young learners' classroom?
2. How does small group discussion lessen students' speaking anxiety?
3. To what extent small group discussion eliminates students' speaking anxiety?

1.4 Objective of the Study

The aims of this study are:

1. To describe and explain factors that make speaking anxiety appear in young learners' classroom.
2. To describe and explain how small group discussion lessens students' speaking anxiety.
3. To describe and explain to what extent small group discussion eliminates students' speaking anxiety.

1.5 Significance of the Study

This research has three objectives, they are to describe and explain factors that make speaking anxiety appear in young learners' classroom, to describe and explain how to analyze students' speaking anxiety in young learner classroom through small group discussion, and to describe and explain how effective of small group discussion to eliminate students' speaking anxiety. By conducting this research, the writer has three significance, they are theoretical, practical, and pedagogical. It also gives the significance for the students, teacher, and the readers.

Based on the objectives, by conducting this research, it would give English teacher new references in using group discussion as teaching technique to analyze students' speaking anxiety especially for young learners' classroom theoretically which the teachers can use small group discussion as a teaching technique. Practically, it will guide the English teachers in practicing small group discussion as a teaching technique truly in teaching and also in learning

process in order to know the factors that make students feel anxious in English especially in speaking activity. So this study would give an idea the way to develop various techniques which can be used in the speaking class so that the students will be interested in learning English especially in speaking activity. The students also will get interesting teaching by their teacher in classroom and it can them enjoy and also have fun in learning English especially in speaking activity.

For the English teachers, this study also would give the point of view about obstacles commonly faced by the teachers when they are analyzing students speaking anxiety in the classroom. But it also gives the strategies when they have problem in analyzing of students' speaking anxiety in young learners classroom through small group discussion. By conducting this study, it would give information for the readers about the problems that commonly occur faced by the teacher in using small group discussion as the teaching technique such as what the most they used and the reasons why they use it. Not only in using the theory but also in direct practice. So it will give the knowledge about the situation and condition in teaching and also learning process of English class especially in speaking activity when it is using small group discussion as the technique to eliminate students' speaking anxiety.

1.7 Limitation of the Study

The scope of this research is about speaking anxiety in young learner students and the use of small group discussion. To eliminate the students' problem in speaking, the writer or researcher only limits the scope on an

analysis of students' speaking anxiety in young learners' classroom through small group discussion.

1.7 Definition and Key Terms

1.7.1 Speaking Anxiety

Arnold and Brown (1999) state that anxiety is a strong influence that interfere the learning process to run well. Anxiety can be interpreted as excessive fear, subjective feelings of tension, nervousness and worry of a student that related to the learning process and arising from the unique situation in the language classroom. According to Crookall (1991), language anxiety may cause other related problems with self-esteem, self confidence, and risk-taking ability, and ultimately hampers proficiency in the second language. Anxiety is the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system (Horwitz, Horwitz and Cope, 1986). In the "Free Dictionary by Farlex", speaking anxiety called glossophobia. It is an abnormal fear of speaking in public or of trying to speak. So, speaking anxiety is when students feel fear, worry, and also nervous to speak English in the classroom because of they do not have self confidence to speak English in front of their friends or the teacher.

1.7.2 Young Learners

According to Philip (1993), Young learner is children from the first year of formal schooling to eleven or twelve years of age. Cameron (2001) defines young learners as "those between five and twelve years of

age. Drew and Angela (2008) stated young learners as learners from five years, up to around 12/13 years, which seems to reflect the lower and upper limits of primary school education. According to Annamaria Pinter (2011) divides young learners into three groups. The first is children who start pre-school at about the age of three, the second is the group of children who start primary school at around the age of 5-7 and finish primary school 11 or 12, although in some countries it happens at around the age of 13 or 14. Young learner definition in Merriam Webster since 1828 dictionary is in the first or an early stage of life, growth, or development and having little experience and gains knowledge or understanding of or skill in by study, instruction, or experience. So, young learner is the students who are between five and twelve years and they have a little experience in learning English especially in how to speak English. Young learners must have skill and understanding about English language by the teacher in order to make them mastery English and will be able to communicate with English fluently.

1.7.3 Group Discussion

According to Brewer (1997), Small group discussion allows presenters to announce a topic or idea for group discussion among participants. A small group discussion follows democratic guidelines and allows everyone to contribute many ideas for others to discuss and reflect upon. Discussion allows for an interchange of ideas within the context of a group under the direction of a presenter. Mavis Kelly and Ken Stafford (1993) stated small group work on the other hand provides opportunities for intellectual and personal growth which cannot be achieved so easily in the standard lecture situation. Because the small group is a more personal situation, it provides opportunities for interaction between tutor and lecturer and students and among students. Small group discussion could improve the student's speaking skill. There are 3 reasons why we can use small group-discussion in improving speaking skill. First discussion is used to increase teacher-student interaction and student student-verbal interaction in the classroom. Second, discussion is used to promote meaningful personal interaction and learning. The learning may be of contents, skills, attitudes or processes. Third, it is used to help students adopt more responsible and independent mode of learning (Orlich et al, 1985). According to Merriam Webster dictionary, group discussion is a number of individuals assembled together or having some unifying relationship a study group in a formal treatment of a topic in speech or writing. A discussion on the

topic is included in the first chapter. So, small group discussion is an activity that makes the class become fun and the students will enjoy with the materials. In small group discussion, the students will divide into several groups and they will discuss the topic that is given by the teacher. Through small group discussion, the students will easily share their opinion and do not fear to speak English to their friends. Although, in the process of discussion, the students will ignore the grammar when they are speaking but the teacher will understand it. The most important is that the students have courage to speak English and share their ideas with their friends.

1.8 Outline of the Research

This study consists of five chapters. Each chapter contains different explanations related to the topic which is discussed.

Chapter I introduces the subject matter of the study. In this chapter, the researcher explains the general background of the study that consists about how to analyze students' speaking anxiety in young learners' classroom. Young learners' in here is Junior High School because they still have a fear in speaking English. The use of small group discussion technique in this study becomes the effective way to know students' anxiety because it will make the students can be more confident to try to speak English and help the teacher in teaching speaking effectively. That's why the aims of this research are to describe and explain factors that make speaking anxiety appear in young learners' classroom also explain how effective of small

group discussion to eliminate students' speaking anxiety. This study focuses on analyzing students' speaking anxiety used by English teacher of SMP Muhammadiyah 1 Semarang. Through this study, the researcher hopes that it has theoretical, practical, and pedagogical significance in solving the problem to eliminate students' speaking anxiety by using small group discussion in teaching and learning process.

Chapter II discusses about review of related literature. It deals with review of the previous study, review of the related literature, and theoretical framework. In this chapter describes several previous studies which had been conducted before. This study shows that speaking anxiety are still many experienced by young learners. According to Suganda (2016) teaching young learners is different from teaching adults. Young learners should bring each new situation of their own previous experience and background and interpret new information from that perspective. According to Mukminin, Arif, & Mukminin (2015) stated that the sources of students' English language speaking anxiety and low speaking skill due to lack of vocabulary and grammar knowledge as the reasons why the students are not only quiet in the classroom, but also they might never speak English outside the classroom with their teachers and friends. The researcher also found the previous study about small group discussion. Antoni (2014) explained that small group discussion better improved the students' speaking skill and the role of friends found in small group discussion technique became the main factor that

influences students' speaking skill. In the last part, the researcher formulates the theoretical framework of this study.

Chapter III deals with methodology of the study, which presents research design of the study. This study will use qualitative study. The participants of this study are the teacher and also the students of grade seventh in SMP Muhammadiyah 1 Semarang. There are two classes that will be the participant of this study. There are some instruments which used by the researcher such as questionnaire, interview, and assessment. It will analyze by using FLCAS (Foreign Language Classroom Anxiety Scale) that developed by Horwitz et al. (1986). In this chapter, the researcher also explains the triangulation of this study.

Chapter IV explains about analysis and discussion of the research. It concerns on general description, result of the study, and interpretation of the data. This chapter discusses the research finding based on the research questions that formulated before and also after the researcher have done conducting the study.

Chapter V or the last chapter delivers suggestion and conclusion based on research finding. The researcher will discuss the research finding first, after that the researcher makes conclusion and some suggestions for the readers, teachers or the next researchers.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter consists of review of previous studies, review of theoretical studies, and theoretical framework of study.

2.1 Review of The Previous Studies

There have been some researchers conducting research on the relation between teaching English in general covering four skills of language, students' speaking skill, anxiety, and the effects of using small group discussion to eliminate young learners' speaking anxiety.

As a language teacher or language educator especially in English language should have long used the concepts of four basic language skills. They are listening, speaking, reading, and writing. These four language skills are sometimes called the "macro-skills". This is in contrast to the "micro-skills", which are things like grammar, vocabulary, pronunciation and spelling. Naturally, every class starts with the procedure such as speaking, listening, reading and then writing. They are known as communication skills because it is more important to teach these communication skills combined than to teach separately. Speaking and writing sometimes are called productive skills because while using these skills a learner or user is not only active but also produces sounds in speaking and symbols (letters, etc.). So, those aspects are important for the students even the teachers and learning a language must entirely include those aspects that are related to the activities of

daily life. (Hakan Adyogan & Azamat A (2014), Maung (2014), Husain (2015), Ahmed (2013)).

Speaking is a crucial part of the language learning process. The students should try to avoid confusion because of the faulty pronunciation, grammar, or vocabulary. Speaking English language skill is one of the important of four language skills to be developed as a means of effective communication in both first and second language learning context. There are many problems related to speaking skill, such as confusion and embarrassment. Students did not learn speaking lessons correctly at school, and face difficulty in pronouncing some words. The solutions to overcome the weakness in speaking skill, such as practicing speaking English inside and outside the classroom effectively, using the modern social media to communicate in English and to express the students' feelings and needs. Speaking is the most difficult part in learning a foreign language because it is usage sense involves the manifestation either of the phonological system or grammatical system of the language. Using technique in the classroom gave positive contribution in learning speaking, the students can both build their participation and make the students' speaking skill better. One of the objectives of learning English in high school is to enable students to master language skills, one of them is speaking. Teaching strategies in speaking activities are very important to overcome students' difficulties in speaking and strategies in speaking can help students improve their fluency and accuracy in speaking. English speaking is formulated to be able to communicate in oral

and written English fluently and accurately in discussions and monologues in the form of narrative, procedure, spoof, recount, report, news item, descriptive, anecdote, exposition, discussion, commentary, and review. Almost all of the students seem to have great difficulties in speaking English, because of the limitations in class time, lack of confidence, lack of vocabulary, lack of opportunities to speak, lack of motivation, and most importantly lack of practice. They may think the study of English is routine and not interesting. It is believed that they could find it interesting if they were taught differently. In speaking, the students must be able to use correct pronunciation otherwise it will be very difficult for listeners to understand them. In teaching students' speaking skill is having high concern in many language programs and teaching strategies cannot be denied as a factor influencing the teaching outcome. So speaking is considered to be the mostly sought skill for an individual to be accepted competent in a foreign language. Speaking is one of the most important skills to be developed and enhanced as means of effective communication and speaking skill is regarded one of the most difficult aspects of language learning so many language learners find it difficult to express themselves in spoken language. (Bahrani & Soltani (2012), Eiadeh & Sobh (2016), Khafidin (2013), Sijabat (2018), Munawar (2015), Suroyo & Faridi (2018), Agung Ginanjar Anjaniputra (2013), Kurum (2012), Leong & Ahmadi (2017)).

Young learners need hands on activities to engage in their own learning and the teacher should provide a range of activities to get young

learners' attention and arouse constant interest. Teaching English as a foreign language to young learners needs special approach since young learners have special characteristics. The English teacher should know young learners' characteristic and how they learn a foreign language and teachers' knowledge of learners' age and characteristics can also help them successfully in implementing their teaching methods in the classroom. Teaching English for young learners, therefore, should be properly handled if it is to be successful. It needs highly skilled and dedicated teaching and need to have a sound understanding of how students think and operate that is how young learners learn a language. So this will serve as the foundation for the implementation of teaching English to young learners. There are some difficulties and problems in learning speaking skill to SMP students such as the speaking ability of the students is still low, the students also are still incapable of using English orally, and the students are limited opportunity to practice, lack of vocabulary mastery, the students are very hard to understand some sentences because of pronunciation problem. Designing appropriate lessons for children as young language learners which provide many opportunities for them to speak English is needed. So, young learners are different compared to teaching English to adults or young adults learners; they are more enthusiastic in the classrooms and teachers who deal with young learners must have competence both professional competence and pedagogical competence. (Degirmenci & Yavuz (2015), Juhana (2014), Suganda (2016), Fitrawati (2013), Fauza (2018), Fitria (2013), Habibi & Sofwan (2018)).

Anxiety is feeling of apprehension that caused somebody always thinks future event always bad. Limited vocabulary and grammar, as well as limited opportunities to engage in meaningful speaking practice in the classroom become the linguistic-related causes of speaking anxiety. Anxiety is not only faced by the English Foreign Language (EFL) students but also by the English second Language (ESL) students. Even students who are categorized as smart also experience feelings of anxiety when they have to convey their ideas in English in front of their classmates. The sources of students' English language speaking anxiety and low speaking skill due to lack of vocabulary and grammar knowledge as the reasons why the students are not only quiet in the classroom, but also they might never speak English outside the classroom with their teachers and friends. Living and studying in a non-English speaking country, it was not easy to decide what sources led Indonesian students to be silent in English language lessons and what factors acted bigger roles than others in the students' English language speaking anxiety as all of the factors seemed to be complexly interlinked. In speaking class, anxiety not only influences the students who feel it but also others like teacher and friends and the conditions make it possible that anxiety can influence the development process of students' achievement in the speaking class. To reduce the students' anxiety, the teachers should understand students' better and know what factors that may give rise to their anxiety and the teachers could give students enough time to the students to prepare before performing their speaking tasks. (Rayani, Rasyidah, & Kasyulita (2016),

Mahmud (2018), Sari (2017), Mukminin, Arif, & Mukminin (2015), Herwanto (2013), Dinanti Yemima Lufi Sirait (2015)).

Group discussion is one of the best methods of learning speaking in foreign language. It helps the students to improve their speaking skill and in group, the students will have opportunity to use English among themselves and practice each other with their friends. By using classroom discussion, the students will have chance to speak and happy to learn English so they will not afraid in sharing opinion and also debating their opinion orally. Applying the Small Group Discussion Strategy will make the learning teaching process effective because they learn without shouting and disturbing with the other friends in the classroom and the students also will focus and serious in learning because the member of this group just three people so that it will create the comfortable learning teaching process. Small group discussion better improved the students' speaking skill and the rule of friends found in small group discussion technique became the main factor that influences students' speaking skill. The small group discussion is one of teaching strategy for the teacher and learning strategy for the students. It is more effective because it can make the students more active in discussion because they much time to express their ideas. The roles of teacher and students in group discussion are different from those in the whole-class setup. The teacher is no longer a lecturer or transmitter of materials, but rather the facilitator of learning process by encouraging cooperation among the students, while the students are no longer trying to impress their teacher but are busy learning

actively and in the small group classroom, learning process becomes the main focus of the teacher's attention. (Argawati (2014), Setyawan (2015), Rahmat (2017), Antoni (2014), La'biran (2017), Fauzi (2017)).

From the researchers above, it concluded that the use of small group discussion could improve all indicators of students' speaking ability. Students were actively engaged in the discussion activity. After they did some practices and had additional classes, students felt more confident to express more ideas. Moreover, through small group discussion technique, the students can eliminate their anxious in speaking English and will not afraid again to share and discuss the idea with others.

This research is different from other previous studies because in this study the researcher discusses about the problem that often happen in many students in Indonesia especially in young learners students. Young learners always feel anxious when they speak English. So in this study students' speaking anxiety explained more detailed than other previous study. Young learners that discussed in this study are not the children in kindergarten or elementary school but the students of junior high school students' grade of seventh. In this study, the researcher also wants to show the readers about how effective using a small group discussion in speaking class. Something that makes this study different from previous study is to know the factors of students' speaking anxiety. This study uses a small group discussion technique. This study also uses different research methodology from the previous studies.

2.2 Review of Theoretical Studies

In this subchapter, some theoretical backgrounds related to this study are explained.

2.2.1 Speaking

Speaking is one of four language skills, which is basic function of language as communication instrument. Brown (2004) defines speaking as a productive skill that can be directly and empirically observed. Speaking is one of the most important language skills that should be covered in English language teaching (Ur, 1996). Speaking is actually an ability to convey messages through spoken language. Furthermore, Brown and Yule (2012) stated that talking can be defined as the ability to pronounce the sounds of language to express or convey thoughts, ideas or feelings verbally. Among the four key language skills, speaking is deemed to be the most important skill that must be mastered well in learning a new language. For most people mastering speaking skills is the single most important aspect of learning a foreign language, and success is measured in terms of the ability to carry on a conversation in that language (Noonan,1991). In addition, Patel and Jain (2008) state that the primary functions of language are communication, self-expression, and thinking. Hence, it is obvious that language is a means of communication. For a learner to master a language well, she or he must be able to speak that language. Speaking skill clearly indicates that the learner knows how to use that language.

Dealing with the importance of speaking, Stoval (1998) states that language learners need to recognize that speaking involves three areas of knowledge:

- a. Mechanics (pronunciation, grammar, and vocabulary): using the right words in the right order with the correct pronunciation.
- b. Function (transaction and interaction): knowing when clarity of message is essential (transaction/information exchange) and when precise understanding is not required (interaction/relationship building).
- c. Social, cultural, and norms (turn talking, rate of speech, length of pauses between speakers, relative roles of participants): understanding how to take into account who is speaking to whom, in what circumstances, about what and for what reason.

Brown (2004) cites five stages of speaking performance. They are imitative, intensive, responsive, interactive, and extensive. The explanation about those categories is stated as follows:

- 1) Imitative: the ability to simply imitate a word or phrase or possibly a sentence. In this stage, the teacher focuses only on students' pronunciation than the ability to understand or convey meaning.
- 2) Intensive: the production of short stretches of oral language designed to demonstrate competence in narrow band of grammatical, phrasal, lexical, or phonological relationship. The speaker is aware of semantic properties in order to be able to

respond, but interaction with an interlocutor or test administrator is minimal as best.

- 3) Responsive: this performance includes interaction and test comprehension, but at the somewhat limited level of very short conversation, standard greetings, small talk, simple request, and comments.
- 4) Interactive: in this stage, the length and complexity of the conversation is more than responsive stage, which sometimes includes multiple exchange and/or multiple participants.
- 5) Extensive: extensive oral production includes speeches, oral presentations, and storytelling. In this stage, the students should be able to produce their own language with their own idea.

2.2.2 The Purpose of Speaking

Hammer (2001) states Communication occurs because there is communicative purpose between speaker and listener. The communication purpose for the speaker could be:

- a. They want to say something
- b. They have some communicative purpose: speaker says something because they want something to happen as a result of what they say.
- c. They select from their language store. Speakers have an inventive capacity to create new sentences. In order to achieve this

communicative purpose they will select the language, they think it is appropriate this purpose.

2.2.3 Teaching Speaking

The focus of teaching speaking is to improve the oral production of the students. Therefore, language teaching activities in the classroom should aim at increasing individual language use (Haozhang, 1997). According to Burkart (1998), to help students develop communicativeness in speaking, teachers can use a balanced activity that combines language input, structured output, and communicative output. Teaching English in Indonesia is more difficult, because English is not the first language in our country, but, a foreign language and dominantly as a third language in this country. Teacher should consider about the difficulties of the students to learn the speaking skills. According to Nunan in Permanasari (2014) stated that to teach speaking means to teach language learners to:

- (1) Produce the English speech sounds and sound patterns;
- (2) Use word and sentence stress, intonation patterns and the rhythm of the second language;
- (3) Select appropriate words and sentences according to the proper social setting, audience, situation and subject matter;
- (4) organize their thoughts in a meaningful and logical sequence;
- (5) Use language as a means of expressing values and judgments; and

(6) Use the language quickly and confidently with few unnatural pauses, which is called as fluency.”

According to Anuradha et al in Hussain (2018), following are the principles of teaching speaking skills:

- Encourage students to speak right from the first day. If not, as early as possible and not to wait till she teaches them a stock of words, phrases or sentences.
- Tolerate the students if some of them simply repeat what they say.
- If a student gives one word answer to any question, bear it for the time being.
- Let the learners speak actively with whatever English knowledge they have.
- Propose structures/phrases/words and let the learners use it in different situation and drill as much as possible.
- Encourage back-chaining or tail-forwarding technique to make long sentences by combining more than ten sentences.
- Organize role play and pair-work as much as possible and supervise the learners to correct the active ones and activate the passive ones.
- Be well prepared in advance in terms of lesson planning, activities and tasks.
- Let the learners commit errors and mistakes at the primary stage. Interruption and correction hinder fluency and discourage the learner.

- Individual weaknesses should be taken into account and the teacher should be sympathetic in outlook for individual attention.

2.2.4 Teaching Speaking To Young Learners

Teaching English to young learners at elementary school is different from that to adults. Teaching English as a Foreign Language was formally introduced for the students since they were in the elementary school. Gardner (1993), in his theory of multiple intelligences, suggests that humans possess different types of intelligences that allow them to infer to the world around them in different ways and at a different pace. This realization calls for attention to the teaching procedure, the teaching techniques and materials, in order to achieve the maximum benefit for the teaching of speaking skills. Therefore, a vital parameter for the language classroom is to manipulate Young Learners' (YL) desires for interplay and use this interplay to improve their conditions of speaking exchange, as according to Cameron (2007, p. 21) "development can be seen as internalizing from social interaction".

According to Sukarno (2008), in the teaching-learning process, the English teachers must know the kinds of language learning resources for young learners, as follows:

- a. Learning resources are not additional materials for pleasure but main materials which are ordered and learned as interesting activities which children usually do in their daily lives.

- b. Learning resources for children must be appropriate for children's aptitude, will, world, and so forth. Therefore, ideal English teachers to young learners are those who are familiar with English songs and games in English. In addition, they are able to order those materials into becoming interesting ones.
- c. There must be a clear distinction between technique and resource. Songs, stories, poems, and games are resources.

Therefore, it is important to consider the five categories which are proposed by Brown in Sukarno (2008) in rendering some practical approaches to teaching young learners. Those are as follows:

- a. Intellectual Development
- b. It is closely related to what Piaget calls 'concrete opinion', i.e., young learners understand something concrete. Grammar and rules stated in abstract terms, therefore, should be avoided but certain patterns, examples, and repetitions, should be developed.
- c. Attention Span
- d. Considering that children have short attention spans, it is quite useful to make lessons become interesting, lively, and fun. Therefore, activities should be designed to capture children's immediate interest, a lesson needs a variety of activities, a teacher needs to be animated, lively, and enthusiastic about the subject matter, a lesson needs a sense of humour, and it is badly needed to consider that children have a lot of natural curiosity. Accordingly,

the English teachers to young learners should make sure that they tap into that curiosity whenever possible, and he will thereby help to maintain attention and focus.

e. Sensory Input

f. In consideration of sensory input, activities should strive to go well beyond the visual and auditory modes that learners feel are usually sufficient for a classroom. It means that the lessons contain physical activities, projects and hands-on activities, sensory aids here and there, and non-verbal languages.

g. Affective Factors

h. Children are often innovative. They are extremely sensitive. Therefore, the teachers should help their students to laugh with (not laugh at) each other at various mistakes that they all make, be patient and supportive to build self-esteem, be firm, and elicit as much oral participation as possible from students.

i. Meaningful Language

2.2.5 Teaching Speaking in Junior High School

Teaching English to young learners or teenagers can be considered as the most challenging task by some experts since the students do not have much knowledge of target language (Brown, 2001). They have limited vocabulary, grammar, pronunciation and expressions to carry out meaningful conversation. The English teaching in junior high school in Indonesia is aimed at developing students'

communicative competence covering the four language skills; listening, speaking, reading and writing (SKKD, 2006). Students are expected to speak and communicate in English in daily life, both in the written and spoken form. But, in order to achieve the goal, the teaching of four language skills should be in the right proportion. The teacher should improve both students' receptive and productive skill equally.

2.2.6 Anxiety

Anxiety is defined as distress or uneasiness of the mind caused by fear of danger or misfortune (Suleimenova, 2012). General anxiety is the excessive and exaggerated worry about everyday things. It is an unrealistic, or out of proportion constant worry that dominates and interferes with daily functions like work, school, relationships, and social activities. Brown (2009) stated that anxiety, associated with feelings of being uneasy, frustrated, apprehensive, or worried, plays an important affective role in language learning. The level of anxiety that might improve students' performance, when he students start a conversation or interact with others, anxiety might be seen.

Speaking anxiety in Second/Foreign Language Learning is the feeling of fear, stress or nervousness that could hamper students' learning of the language and may negatively affect their performance. Horwitz et al. (1986) describe three main contributing factors to language anxiety. They are communication apprehension, test anxiety, and fear of negative evaluation. They further define communication

apprehension as “a type of shyness characterized by fear or anxiety about communicating with people”. This includes difficulty in public interaction and in listening the third contributing factor of language anxiety is the fear of negative evaluation, described as feelings of nervousness about others’ evaluations, and the anticipation that one would be negatively evaluated.

According to Scovel (1991), anxiety is to a certain extent, facilitates language learning and its debilitating and facilitating forms, serves simultaneously to motivate and to warn the learner. This positive view holds that anxiety motivates the students to confront the new learning task; it gears the students emotionally for approach behaviour. In the other hand, Ur (1996) argued that there are many factors that cause difficulty in speaking, and they are as follows:

1. Inhibition. Students are worried about making mistakes, fearful of criticism, or simply shy.
2. Nothing to say. Students have no motive to express themselves.
3. Low or uneven participation. Only one participant can talk at a time because of large classes and the tendency of some learners to dominate, while others speak very little or not at all.
4. Mother-tongue use. Learners who share the same mother tongue tend to use it because it is easier and because learners feel less exposed if they are speaking their mother tongue.

2.2.7 Small Group Discussion

Small group discussion or working in a small group is arrangement of students into small groups to participate in arrange of activities to develop thinking or to complete practical task. It has been shown to improve the students' understanding of material. Harmer in Hadriana (2008) stated that discussion is an excellent way to give students opportunities to speak, especially if the class is a large one. Moreover, it is widely practiced at all levels of teaching as well. Part of the problem here is concern with the ways the teacher conducts the discussion. In order to be successful, small group discussion must be carefully structured and the students must receive support as well. There are some techniques that can be used to make the students talking. They are: (1) put the students into group first; (2) give the students a chance to prepare; (3) give the students a task (Harmer, 1991).

According to Harris (2007) stated that here are some ways to make group discussion work well. They are: (1) Group size: ideal group size is from 4-6; (2) Teaching philosophy: make sure that the students understand why the teacher uses group discussion; (3) Group member selection; (4) Icebreakers: Make sure the students know each other before they begin a group activity, (5) Scaffolding the group work; (6) Self and peer evaluation: Consider having student write a confidential mid-term and final self and peer evaluation; (7) Assigning roles; (8) Reflection on group work.

Small group discussion has several important goals in education. It encourages students to organize their thinking by comparing ideas and interpretations with each other and to give expression, and hence form, to their understanding of a subject. Brookfield and Preskill (1999) suggest that discussion more interesting topics are always when framed as a question rather than a statement. In this study students were enjoyed the Group discussion & Group leader presents the topics confidently. Groups work friendly and share their ideas. Everyone takes responsibility for working of group process. Small group discussions are used as a teaching approach, it is important to support students' learning process.

2.2.8 The Advantages of Small Group Discussion

Ray (1984) stated that small group discussion method has some advantages, they are:

- a. The learners have more air time and experience an increased demand to participate in a small group discussion setting
- b. Small group discussion gives learners an opportunity to warm up and try their ideas out in a smaller, less threatening forum than the class as a whole. In turn, this creates an increased likelihood that learners will participate in a plenary session discussion.
- c. Small group discussion creates a diversity of thought that is likely to enliven the large group discussion which is typically dominated by the

comments of the first few participants who set the trend and scope of the discussion.

2.2.9 The Procedure of Small Group Discussion

Kelly and Stafford also states about the procedure of small group discussion as bellow:

a. Introductions

There are some way activities that can be used as introduction such as:

1. Individuals introduce themselves to the whole group;
2. People pair off and talk to each other and report back;
3. Small groups discuss what they have in common and report back.

b. Ground Rules

Teachers should make clear to the group at the first meeting what is expected of them and what rules will govern future group meetings, for example, what are the rules governing lateness, disruption of the group's activities, methods of participation, as well as rules for speaking in the group, seating, cancellation of class, and so on. If the group is sufficiently mature, it is also a good idea to provide group members with the opportunity to discuss and modify rules for operating before a final contract is agreed on. Once the ground rules are established, it is up to the teacher (or the group as a whole) to make sure that they are reinforced.

c. Subsequent Meetings

Each subsequent meeting needs a general format which will make the teacher's intention clear to students, reinforce the ground rules, provide a working structure and link the sessions to previous and future sessions.

d. Restarting After a Break

Some groups stay together over more than one teaching semester or term and if there has been a break for any reason, you need some procedures for bringing the group together again, no matter how cohesive it was when you last met. You also need to conclude any unfinished business and to signify that the group is moving forward.

e. Encouraging Participation

In many cases students may be reluctant to participate in group discussion because they are not sure of the conventions for speaking.

2.3 Theoretical Framework

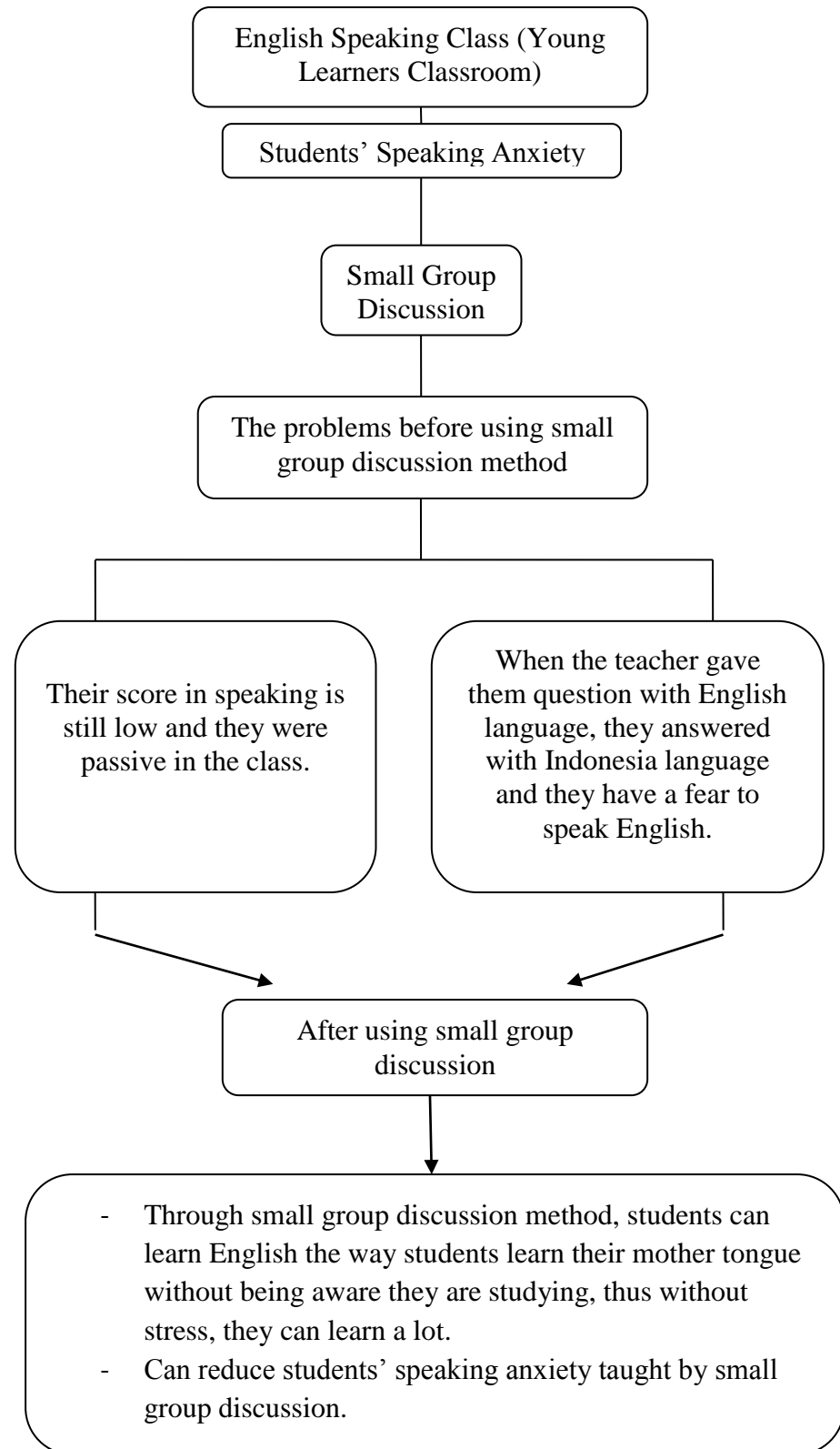


Figure 2. 1 Theoretical Framework

Based on the review of previous studies and theories listed in the previous sub chapter, this study focuses on investigating students' speaking anxiety in young learners' classroom through small group discussion. In teaching English speaking, the teacher should have a unique technique in order to decrease students' speaking anxiety in class. It's important to know because the teaching is the process of transferring the knowledge from the teacher to the students. By mastering the method well, hopefully the target of the competence could be achieved.

The way that is important for the teacher to make the learning process easier by involving students in it so that the purpose of the study achieved. One of the ways to analyze student's speaking anxiety in young learners' classroom through small group discussion method. The study of researcher concentrates on the implementation of small discussion to analyze students' speaking anxiety. Small group discussion method is an alternative method that will motivate students to speak English well. It can change students' opinion that English especially in speaking is very difficult to learn. So, small group discussion can implement classroom to build up students' motivation to practice of speaking with their friends.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

The last chapter of the paper, the researcher concludes the result of the research related to the research problem and the objectives of the study.

5.1 Conclusions

Based on the research analysis done by the researcher, the conclusions are as follows:

To answer the objectives of the study point one about factors that make students' speaking anxiety appears in young learners' classroom, this study showed that there are five factors that causing students' speaking anxiety on English as a foreign language. The first factor and it becomes the most factors that caused students' speaking anxiety is students less preparation during English class. The second is the students often feel nervous during English class especially in speaking activity. The students very feel nervous when their teacher asked questions that they have not prepared before. The next factor is the students afraid do not understand and also confuse with what the English teacher said in class specifically when the teacher speaks English. The fourth is how the English teacher treated the students during English class and how the teacher corrects the students if the students make mistakes. The last factor is peer-pressure in language. The students often underestimate with their ability in speaking English.

Based on the objective of the study in point two about how to analyze students' speaking anxiety in young learners' classroom by using small group discussion, the level of students' speaking anxiety can be found after the researcher did the research. By analyzed the data using questionnaire, interview, and also students' speaking score, it can be found there are three levels of anxiety that students feel during English class especially in speaking activity. They are very relaxed students, relaxed students, and mildly anxious students.

To answer the objective of the study in the last point about the effectiveness of small group discussion to eliminate students' speaking anxiety, the researcher found that the students under very relaxed and relaxed level of anxiety tend to the students who have positive attitudes in small group discussion when in English class especially during speaking activity. They have a fear in speaking English but they still interest to learn and try to speak English. They overcome their anxiety through small group discussion in order to reduce their nervous before they have to perform in front of the class and their English teacher which can affect their speaking score. In small group discussion, the students can help each other if their friends make mistakes. Meanwhile, in the category mildly anxious students, the students have negative attitudes in small group discussion. The students always afraid making mistakes in pronounce words and they feel anxious when they have to speak English without the text. The students under this category overcome their anxiety through small group

discussion. Because in small group discussion the students become more confidence to show their speaking ability, the students speak with several students only.

5.2 Suggestions

In teaching and learning process especially in speaking activity, the anxiety often appears to the students because they have to speak English which is not their native language. From the findings that explained earlier, here are some suggestions which can be taken as consideration in teaching and learning process. The most important is the teacher should know that anxiety is one of the reasons why the students having difficulties in mastery English language especially speaking. The teacher should recognize that students' speaking anxiety occurs.

The teacher who taught the both class could control their assessment requirement to make both class on the same level of difficulties. It is very important for English teacher to make the condition of class becomes fun and the students enjoy with English lesson especially in speaking activity. The teacher can use the appropriate method in teaching and learning process like discussion or small group discussion, so it will make the students not get bored in class. The teacher also needs to motivate the students in order to make the students more interest in learning new language and make the students speak up bravely.

For the students in both classes that the researcher did the research, it is important to have positive attitudes toward English language also in group

discussion. Because English as a foreign language, it requires the students to learn more. The best way to overcome the anxiety that the students have to do is learn and practice. Generally, anxiety appears almost on every student in English class. The students should confidence with their English speaking ability that they have.

Actually anxiety occurs not only in speaking skill but also in other skill in English language such as reading, writing, and listening. The researcher hopes that in the next researcher can analyze students speaking anxiety in young learners' classroom in other skills in language acquisition process. The instruments that used in the future hopefully are more valid, reliable and appropriate to analyze particular field on the future research that related with English language anxiety. So, in the future or the next study will be more reference about anxiety in general.

The study has some weaknesses. One of them is the application of small group discussion itself. In each grup the researcher expects that all students will try to speak up with English language, but in the day of the small group activity there are only several students who speak up and the other just become the listener and passive in their group. The using of small group discussion technique is also time-consuming. It needs a lot of time because the researcher or the teacher should give an explanation to the students about roles of small group discussion technique and then the teacher or the researcher divides the students into several small groups.

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