

“WE FEEL ANXIOUS AND NERVOUS” : THE UNDERGRADUATE ENGLISH STUDENTS’ EMOTIONAL EXPERIENCES IN LEARNING TO SPEAK ENGLISH

Diyah Nurmasadah¹, Supiani², Angga Taufan Dayu³

¹ Pendidikan Bahasa Inggris, 88203, FKIP, Universitas Islam Kalimantan MAB, NPM17210054

² Pendidikan Bahasa Inggris, 88203, FKIP, Universitas Islam Kalimantan MAB, NIK060710375

³ Pendidikan Bahasa Inggris, 88203, FKIP, Universitas Islam Kalimantan MAB, NIK061303632

E-mail: nur18masadah@gmail.com

ABSTRAK

Dalam pembelajaran bahasa Inggris, berbicara bahasa Inggris menuntut pembelajar bahasa Inggris asing memiliki banyak keberanian dan kepercayaan diri untuk menyampaikan pesan kepada pendengarnya. Sebagian besar peserta didik mengalami berbagai emosi dalam belajar berbicara bahasa Inggris di kelas. Tujuan dari penelitian ini adalah untuk mengeksplorasi pengalaman emosional mahasiswa sarjana bahasa Inggris dan untuk mengidentifikasi faktor-faktor yang berkontribusi terhadap perasaan cemas dan gugup mahasiswa sarjana bahasa Inggris dalam belajar berbicara bahasa Inggris. Penelitian kualitatif ini dilakukan di salah satu perguruan tinggi swasta di Banjarmasin dengan jumlah partisipan sebanyak empat orang. Dalam pengumpulan data penelitian, peneliti menggunakan teknik wawancara semi terstruktur dan data dianalisis menggunakan analisis induktif tematik. Dari hasil penelitian yang dilakukan, ditemukan bahwa ada tiga mahasiswa S1 Bahasa Inggris yang mengalami emosi negatif dominan selama pembelajaran berbicara bahasa Inggris, sedangkan mahasiswa lainnya menilai bahwa emosi negatif tidak terlalu mendominasi. Ada dua faktor utama penyebab kecemasan dan kegugupan, yaitu faktor eksternal (seperti kurang percaya diri dan lingkungan) dan faktor internal (seperti kurangnya penguasaan grammar dan kosa kata).

Kata Kunci : pengalaman emosi siswa; pembelajaran; berbicara Bahasa Inggris.

ABSTRACT

In English learning, speaking English demands foreign English learners have a lot of courage and confidence to deliver a message to their listeners. Most of learners experienced various emotions in learning to speak English at class. The purpose of this research was to explore the undergraduate English students’ emotional experience and to identify the factors contributing to the anxious and nervous feelings of undergraduate English students’ in learning to speak English. This qualitative research conducted at a private university in Banjarmasin with four participants. In collecting the research data, researcher employed semi-structured interview techniques and the data were analyzed using thematic inductive analysis. From the results of the research conducted, it was found that there were three undergraduate English students who experienced dominant negative emotions during learning to speak English, while another student considered that negative emotions did not dominate too much. There were two main factors that cause anxiety and nervousness, namely external factors (such as lack of confidence and the environment) and internal factors (such as lack of mastery of grammar and vocabulary).

Keywords: students emotional experiences; learning; speaking English.

REFERENCE

Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2), 77-101.

- Chen, M. R. A., & Hwang, G. J. (2020). Effects of experiencing authentic contexts on English speaking performances, anxiety and motivation of EFL students with different cognitive styles. *Interactive Learning Environments*, 1-21.
- Clandinin, D. J., & Connelly, F. M. (2000). *Narrative inquiry: Experience and story in qualitative research*. San Francisco, CA: Jossey-Bass.
- Collie, R. J., Ginns, P., Martin, A. J., & Papworth, B. (2017). Academic buoyancy mediates academic anxiety's effects on learning strategies: An investigation of English-and Chinese-speaking Australian students. *Educational Psychology*, 37(8), 947-964.
- Dewey, J. (1938). *Experience and education*. New York, NY: Macmillan Publishing Co.
- Hanifa, R. (2018). Factors generating anxiety when learning EFL speaking skills. *Studies in English Language and Education*, 5(2), 230-239.
- Harvey, L. (2015). Beyond member-checking: A dialogic approach to the research interview. *International Journal of Research dan Method in Education*, 38 (1) ,p . 23-38.
- Imai, Y. (2010). Emotions in SLA: New insights from collaborative learning for an EFL classroom. *The Modern Language Journal*, 94(2), 278-292.
- Kenyon, E. A. (2017). Lived experience and the ideologies of preservice social studies teachers. *Teaching and teacher education*, 61, 94-103.
- Kvale, S. (1996). *An Introduction to qualitative research interviewing. "Interviews"*.
- Mouhoubi-Messadh, C. (2017). Reflections on hidden voices in the EFL classroom: the "anxious" learner and the "caring" teacher. *PEOPLE: International Journal of Social Sciences*, 3(3), 14-25.
- Pekrun, R. (2000). A social-cognitive, control-value theory of achievement emotions.
- Raja, F. (2017). Anxiety Level in Students of Public Speaking: Causes and Remedies. *Journal of education and educational development*, 4(1), 94-110.
- Robb, A. E., & Due, C. (2017). Exploring psychological wellbeing in acting training: an Australian interview study. *Theatre, Dance and Performance Training*, 8(3), 297-316.
- Sadeghi, K., Mohammadi, F., & Sedaghatghofar, N. (2013). From EFL classroom into the mainstream: A socio-cultural investigation of speaking anxiety among female EFL learners. *International Journal of Society, Culture & Language*, 1(2), 117-132.
- Saldaña, J. (2015). *The coding manual for qualitative researchers*. Sage.
- Thornbury, S. (2005). *Howto Teach Speaking/Scott Thornbury*. Essex: Pearson Education Limited.
- Widodo, H. P. (2014). Methodological considerations in interview data transcription. *International Journal of Innovation in English Language Teaching and Research*, 3(1), 101-109.
- Wooten, R. H. (2008). Mental health issues for Athletic trainers. *The athletic trainer's guide to psychology intervention and referral*, 197-218.