

Proceeding's Book of



BORNEO UNDERGRADUATE ACADEMIC FORUM (BUAF)



People and Science In The Covid-19 Pandemic Outbreak

BOOK 7

English Teaching and Learning

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Stefany

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Rizkiatun Aulia

BOOK 7

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Penerbit : IAIN Pontianak Press
ISBN : xxx-xxxxxxxx-xx

KATA PENGANTAR

EXPERIENCE IS THE BEST TEACHER: BELAJAR DARI PANDEMI

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Experience is the best teacher, sebuah term yang mengajarkan sedikitnya dua hal dalam kehidupan ini. *Pertama*, bahwa hidup ini adalah proses mengalami dan membangun pengalaman atas segala peristiwa yang dilalui. Setiap orang, tak terkecuali kita semua akan senantiasa mengukir sejarah dan pengalaman diri dalam hidup. Menjalani dan melewati sebuah keadaan, seperti apa pun itu. Inilah yang disebut dengan pengalaman (*experience*); *kedua*, setiap peristiwa hidup yang dihadapi dan dilalui sesungguhnya memberikan pengajaran penting bagi setiap kita. Mendidik kita untuk kuat dan tegar menghadapi tantangan dan hambatan. Mendidik kita untuk kreatif dan inovatif menemukan solusi atas segala permasalahan. Atau bahkan menciptakan terobosan baru atau temuan-temuan baru sebagai respon terhadap situasi dan kondisi sulit yang dihadapi.

Dengan perkataan lain, belajar dengan mengalami sendiri jauh lebih berkesan dibandingkan dengan hanya mendengarkan cerita. Belajar melalui pengalaman nyata justru akan melahirkan kesadaran diri yang kuat akan nilai-nilai tertentu. Sebab pengalaman menjadi modal untuk seseorang mengantisipasi segala tantangan dan hambatan. Pengalaman menjadi pijakan bagi setiap orang menciptakan kreasi dan inovasi yang lebih baik, lebih baru dan senantiasa *up to date*.

Experience is the best teacher menjadi sebuah terminology yang sesuai dengan kondisi kita saat ini, kondisi bangsa dan negara yang telah hamper dua tahun ini berhadapan dengan situasi pandemic covid-19. Situasi kondisi kebencanaan nasional (darurat nasional-pandemik) yang telah menggoyahkan sendi-sendi kehidupan sosial, bermasyarakat dan berbangsa. Situasi yang cukup mempengaruhi banyak aspek dalam kehidupan social kita, termasuk politik, ekonomi, kebudayaan, berbangsa dan bernegara dalam kurun waktu hampir 2 tahun ini.

Situasi pandemic covid-19 sesungguhnya realitas hidup yang tidak bias kita pungkiri, bahkan tidak dapat kita hindari kehadirannya selama hamper dua tahun ini. Menjadi ancaman kesehatan, social, ekonomi, politik dan kebudayaan juga iya. Tapi di balik semua itu, mengalami masa-masa pandemic

covid-19 menjadi pembelajaran hidup yang luar biasa penting. Covid-19 mengajarkan kepada kita pentingnya nilai-nilai kebersamaan dalam hidup, saling memelihara dan menjaga kesehatan diri dan orang lain. Saling peduli dan menguatkan satu sama lain. Saling melindungi dan mengayomi. Bahkan saling berbagi dan bersinergi untuk kebaikan dan keselamatan diri dan negeri.

Situasi pandemic covid-19 membuka mata hati setiap kita bahwa apapun kesombongan diri dan merasa hebat atas capaian prestasi dan prestise, tidak berarti apa-apa di hadapan kekuasaan sang Khlaik. Kita manusia sama sekali tidak ada kekuatan apa pun selain kuasa sang Pencipta yang merupakan sumber segala kekuatan., tempat segala makhluk berasal dan kembali, termasuk virus penyakit semacam coronavirus.

Pandemic covid-19 yang telah menggoncang “kesombongan” masyarakat dunia atas segala capaian prestasi dan prestise, kecanggihan teknologi dan ilmu pengetahuan insani, pada akhirnya tidak akan berlutuk melawan kuasa *Ilahi Rabbi*. Kuasa Nya yang menciptakan dan mengirimkan makhluk supra natural untuk mengingatkan dan mendidik seluruh penghuni bumi, bahwa tak satu pun kita layak menyombongkan diri, menindas dan menjajah bangsa lain dengan dalih kemajuan dan kecanggihan teknologi.

Realitas pandemic covid-19, dan respon kita dalam menghadapi dan menyesuaikan diri, sesungguhnya menjadi guru yang penting dalam kehidupan kita hari ini. Pandemic telah menjadi guru yang mengajarkan kita untuk meleak teknologi komunikasi digital, mengajarkan setiap kita untuk mampu beradaptasi dengan situasi apa pun, termasuk literasi media dan komunikasi digital. Bahkan realitas pandemic juga mengajarkan kita akan arti penting bersinergi dan berkolaborasi, menjaga diri dan saling melindungi, terus berkreasi dan berinovasi dalam segala hal dan situasi yang dihadapi. Inilah sesungguhnya makna terdalam dari istilah pengalaman menjadi guru yang terbaik (*experience is the teacher*).

Pengalaman adalah guru yang terbaik, menjadi semakin nyata ketika membaca tulisan para mahasiswa di forum BUAF (*Borneo Undergraduate Academic Forum*) ini. Sebab, semua tulisan yang diterbitkan dalam prosiding BUAF5 ini menentangahkan kajian dan diskusi yang menarik terkait dengan situasi pandemic covid-19. Kemampuan menyikapinya dan melakukan berbagai adaptasi di tengah situasi pandemic sebagaimana tema besarnya. Karena itu semua artikel yang dipresentasikan melalui kegiatan ilmiah BUAF5, dan

diterbitkan dalam prosiding yang ada di tangan pembaca ini, tidak lain adalah respon nyata terhadap situasi pandemic yang sedang terjadi. Kreasi dan inovasi yang dihasilkan oleh masyarakat kita dalam menyikapi situasi pandemic, dalam bidang apa pun, mulai dari pendidikan, sosial, ekonomi, politik, kebudayaan, pendidikan, kesehatan, bahkan komunikasi dan informasi digital dan digitalisasi teknologi komunikasi.

Membaca dan meriview artikel mahasiswa dalam prosiding ini meneguhkan makna penting dari terminology pengalaman adalah guru terbaik (*experience is the best teacher*).

Sebagai panitia penyelenggara dan tuan rumah, kami sangat bangga atas partisipasi dan apresiasi yang diberikan oleh semua pihak. Dengan setulus hati kami ucapkan terima kasih kepada pihak-pihak yang telah turut serta menyukseskan pagelaran BUAF5 di IAIN Pontianak, teristimewa delegasi PTKIN se-Borneo yang merupakan anggota inti BUAF, delegasi dari Perguruan Tinggi Negeri dan Swasta yang ada di seluruh wilayah Indonesia (Nasional) dan delegasi dari Perguruan Tinggi Luar Negeri. Kontribusi anda semua kami dokumentasikan dalam 21 (Duapuluh Satu) chapter books Prosiding ini.

Akhirnya, selamat kami ucapkan kepada semua mahasiswa yang telah berpartisipasi dalam presentasi ilmiah BUAF5, yang telah berhasil merampungkan kajian dan artikelnya hingga siap publis di prosiding ini. Teruslah mengkaji, belajar, meneliti, menulis dan berkarya tanpa henti, hingga batas pengalaman hidup yang harus mengakhiri.

Panitia, 02 Desember 2021



The Students' Speaking Anxiety on Speaking Performance at UINSI Samarinda

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ABSTRAK:

One of the main skills for learning English is speaking. However, most students experienced a feeling of anxiety in speaking English as a foreign language. The purpose of this research was to determine the kinds and causes of students' anxiety in speaking English in the 7th semester of English Education students at UINSI Samarinda. This research used a descriptive qualitative method with a case study approach. In doing this research, the researcher collected the data, made an analysis, and finally made a conclusion. The data were collected using interview and documentation, then analyzed using the interactive model of Miles, Hubberman, and Saldana. The results showed that there were three kinds of students' anxiety in speaking English, namely trait anxiety, a more permanent tendency to be nervous. State anxiety is a fear that is perceived as a reaction to a definite situation at a specific moment in time. Anxiety in specific situations refers to the recurrent and multi-faceted existence of such anxieties. There were also three causes of students' anxiety in speaking English, namely communication apprehension, which is a kind of anxiety concerns about learners' incapability to sufficiently express the thought and build communication with other individuals and make them understand what the speaker said. Test anxiety is the fear of failure in tests and a disagreeable experience in many circumstances that learners keep either consciously or unconsciously. Fear of negative evaluation, anxiety about the judgments of others, anxiety about their negative assessments, and the expectation that others would judge themselves skeptically.

KEYWORDS: English, student, anxiety, speaking, performance

INTRODUCTION

It is an important thing nowadays to get an English education because English is a global lingua franca or international language. Language is the most effective mechanism used by humans to interact in life. People would

find it easy to interact and link via language with others. Language is essential as a medium for contact and relationships with others. It ensures that people can share their opinions, emotions, and they can get details from others (Listyaningsih, 2018: 14). For a student, pursuing their studies abroad may be useful. Speaking, listening, reading, and writing are the skills in learning English.

One of the most important aspects of learning a foreign language is speaking. English as a Foreign Language (EFL) students are individuals who study English while living in a society where English is not the main language (Si, 2019: 33). The ability to hold a conversation in the target language is used to assess the effectiveness of language learning. It can be said that being able to speak fluently and communicate both inside and outside the classroom is critical for students. However, most students experienced a feeling of anxiety in speaking English as a foreign language. Language anxiety problems do not only occur in beginners but also in university students who usually deal with English. The 7th semester of English Education Students at UIN Sultan Aji Muhammad Idris Samarinda is no exception. They tend to feel anxious about speaking performance.

Anxiety is the sense of panic attacks and emotional response that occurs while speaking. Emotions are important because they affect speaking. When students feel safe, satisfied, and enthusiastic, they will learn and do it more effectively. Meanwhile, frustration, anxiety, and depression are negative emotions that affect students' performance to be ineffective (Abdillah, 2018: 1). Students may have a reaction to anxiety that affects their ability to speak fluently in front of the class. Many learners show their inability to speak a foreign language and admit their failure to understand. Those students may be capable of learning other things, but they claim to have a 'mental block' in learning a foreign language (Listyaningsih, 2018: 14).

Based on these problems, the researcher aims to determine the kinds and causes of students' speaking anxiety and how it affects their performance. The researcher believed that the results of this study would help to make the teaching and learning process more engaging so that students would be more motivated and confident in speaking.

RESEARCH METHOD

This research used a descriptive qualitative method with a case study approach. The researcher collected the data, made an analysis, and finally made a conclusion. The subject of this study was 5 English students in the 7th semester of UINSI Samarinda, who got an A score in the speaking

course and had a GPA above 3.5. The data were collected using interviews and documentation, then analyzed using the interactive model of Miles, Huberman, and Saldana.

RESULTS AND DISCUSSION

The results of data analysis were presented in this section. Data collection is done by using interviews.

Table 1 : The Results of Interview

Kinds of Anxiety	Causes of Anxiety
Trait Anxiety	Communication Apprehension
State Anxiety	Test Anxiety
Anxiety of Specific Situation	Fear of Negative Evaluation

Based on the result, there were 3 kinds of students' speaking anxiety and there were also 3 causes of students' speaking anxiety.

1.1 Kinds of Anxiety

a. Trait Anxiety

A more permanent tendency to be nervous is trait anxiety. Anxiety is a part of the character of an individual and is thus persistent and difficult, if not unable, to get away with. The first question was "In what situation do you feel anxious?"

Student 1: "I tend to feel anxious in various situations, especially when I have to talk in a crowd, hear bad news, get anxious when I see an animal that I am afraid of, and many other feelings of anxiety for no apparent reason."

Student 3: " I get anxious very easily. I get anxious when I see other people anxious, when I am criticized, when I see others being scolded and worry about the feelings of people who don't talk to me for no reason."

From those answers, it can be seen that students feel anxious in various situations because of their innate nature.

b. State Anxiety

State anxiety is a fear that is perceived as a reaction to a definite situation at a specific moment in time. It is a mixture of characteristics and situation-specific anxiety.

Student 2: "I feel anxious when the person I talk to is fluent in English."

Student 4: *“I am anxious when speaking in front of many people.”*

Student 5: *“I am very anxious when I have to talk to new people.”*

From those answers, the researcher concluded that students feel anxious in certain situations which were external influences.

c. Anxiety of Specific Situation

Anxiety in specific situations refers to the recurrent and multi-faceted existence of such anxieties. It is triggered by a particular form of situation or occurrence, such as public speaking, tests, or class participation.

Student 1: *“Anxious during a presentation.”*

Student 2: *“When suddenly asked to speak in front of the class.”*

Student 5: *“During a formal forum attended by experts.”*

Based on those answers, it showed that students feel anxious in certain situations that they were uncomfortable with.

3.2 Causes of Anxiety

a. Communication Apprehension

Communication apprehension is a kind of anxiety concern about learners' incapability to sufficiently express the thought and build communication with other individuals and make them understand what the speaker said (Fitriah, 2019: 145). The second question was “What makes you feel anxious when speaking English?”

Student 2: *“When I'm in front of a large group of people, I get anxious and shy, which causes me to stammer, blank, and find it hard to talk. Because English is not my native language, I still have a limited vocabulary.”*

Student 3: *“I get anxious when I see the faces of the people in front of me, it makes me forget what I want to say.”*

From the statements above, it can be concluded that students feel anxious when they have to speak in public that was what made their speaking performances limited.

b. Test Anxiety

Test anxiety is the fear of failure in tests and a disagreeable experience in many circumstances that learners keep either consciously or unconsciously.

Student 1: *“When it comes to speaking exams I feel excessively afraid, my hands are cold, my heartbeat increases, and of course it’s hard to focus.”*

Student 3: *“It’s terrifying to talk in front of a lecturer. It causes my palms to sweat. I’m scared I won’t be able to speak clearly since I don’t understand the English of the words I’ll say.”*

From these statements, the researcher concluded that the fear of failure in the exam is a factor of the anxiety that students experienced.

c. Fear of Negative Evaluation

Fear of negative evaluation as anxiety about the judgments of others, anxiety about their negative assessments, and the expectation that others would judge themselves skeptically.

Student 4: *“I’m afraid if other people think what I say is irrelevant to the topic being discussed.”*

Student 5: *“I’m worried if my grammar and my pronunciation are wrong”*

The statements above showed that students feel anxious because they are afraid of being wrong. They think that the mistake is what makes them judged by the people.

CONCLUSION

Based on the results and discussion above, the researcher concluded that there are three kinds of students' speaking anxiety on speaking performance faced by the 7th semester English Education students at UINSI Samarinda, namely trait anxiety, state anxiety, and anxiety of the specific situation. There are also three causes of students' anxiety in speaking English, namely communication apprehension, test anxiety, and fear of negative evaluation.

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