

OVERCOMING STUDENTS' SPEAKING ANXIETY IN EFL CLASSROOM THROUGH ROLE PLAY TECHNIQUE AT STIKES WIDYA NUSANTARA PALU

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Abstrak

Tujuan dari penelitian ini adalah untuk menemukan bagaimana teknik Role Play dapat mengatasi kecemasan siswa dalam berbahasa di dalam kelas EFL di kampus Stikes Widya Nusantara Palu. Penelitian ini menggunakan desain PTK (Penelitian Tindakan Kelas). PTK ini bertujuan untuk memperbaiki kualitas pengajaran dosen dan pencapaian belajar Bahasa Inggris mahasiswa di dalam kelas. Penelitian ini terdiri dari satu siklus. Subjek dari penelitian ini adalah mahasiswa semester 3 program studi keperawatan tahun ajaran 2015/2016 yang terdiri dari 47 orang mahasiswa. Instrument penelitian ini menggunakan observation checklist, field notes, questionnaire items, test dan kamera. Data yang diperoleh diolah secara kualitatif dan kuantitatif. Data yang diperoleh dari observation checklist dan field notes diolah secara kualitatif, dan sebaliknya, data yang diperoleh dari test dan questionnaire items diolah secara kuantitatif. Kriteria kesuksesan untuk pencapaian individu adalah 69 dan pencapaian kelas adalah 60%. Dari hasil penelitian diperoleh 41 mahasiswa (87,33%) telah berada pada tingkat kecemasan rendah. Hasil ini didukung dengan pencapaian tests lisan yang menunjukkan 41 orang mahasiswa (80,85%) berhasil lolos mengikuti tes. Setelah seluruh data yang diperoleh diolah dan di analisis, dapat disimpulkan bahwa teknik Role Play mampu mengatasi Kecemasan Siswa dalam Berbicara di Dalam Kelas EFL Melalui Teknik Role Play di Stikes Widya Nusantara Palu.

Kata kunci: Mengatasi, Kecemasan dalam Berbicara, Kelas Bahasa Asing, Role Play

English has been considered as a main language for communication for many years. Most people effort to master it for interaction one another in different countries for many aspects, like education, health care, business, politics, global security, networking, etc. Most people need to learn it because it is one of the requirements in international relationship. Most people claim that a person who does not know English is left behind from the global information. Now, people compete and increase their English qualification, for it becomes the main need in association. Besides, due to the global trend of internalization, the ability to communicate in English is needed as an essential thing. Whenever the international exchange happens, the use of spoken English is crucial.

STIKES Widya Nusantara Palu realizes the need of English is really crucial regarding to the profession of nurse and midwife so English is set as one of the main subject in the institution. Based on the curriculum of AIPNI 2010 (Assosiasi Institusi Pendidikan Ners Indonesia) there are 6 SKS available for English subject. However, the campus itself adds the credit unit and provides 10 SKS for English subject itself that must be taken regularly from the first until to the fifth semester. It is English for Nursing and widwifery. Graduates are expected to master English so they can properly communicate with the foreign patients, doctors, hospitals' staff and relatives. They can understand what becomes the patients' chief complaints, procedures, hospital stuff, and they can express them all in English. After completing

their studies, graduates are expected to work not only in local but also going overseas.

In teaching English, the institution mostly emphasizes speaking ability. The syllabus is well designed with speaking emphasis and grammar is still taught implicitly. However, the well designed syllabus yet remains an unexpected case to the lecturer who deals with the English classes. The lecturer deals with the passive or unresponsive class. The students do not speak as what is expected, while speaking is the main core of the subject. The students seem to be anxious to ask questions or performing English to communicate. When the lecturer explains the subject, they are very excited to listen but when the questions come, they do speak hesitantly or shut altogether. They prefer to listen on the teachers' lecturing and take a note rather than practicing the language. Besides, the students feel frightened of making mistakes during the teaching and learning process. They suffer of fear when speaking in front of the lecturer and their peers. Most of the students are afraid to be laughed and do not want to be criticized or even look silly in front of their peers. They think a lot when they are faced to explore their ideas in speaking performance. The feeling of worst, incompetent, less-skilled, anxiety, lack of confident may stop them to speak. As a result, they choose to keep silent and listen rather than expressing what they have in their mind.

Many factors can cause the problem of the students' speaking anxiety. The first factor can be from the students themselves who have psychological barrier with English and think that English is more miserable when it comes to the word of speaking. Secondly, the students did not have enough rehearsal time to practice or to express their English so that they could not interact with one another in English simultaneously. Thirdly, most of the time students use English as foreign language and it is only at campus environment. After campus time, they mostly stop speaking

English and feel hesitant to speak it outside of campus time. Lastly, it could be from the lecturer's way of teaching that might teach harshly or she might teach the students with routine activities without realizing that it would make the students bored and lost their attention to the teaching and learning process. This is in line with what Douglas (2000) states that routine activities in learning can make learners bored and decrease their motivation to study.

Dealing with those problems, the researcher considers that it is necessary to find out an alternative way to create suitable and interesting techniques to the students' condition. They need any practices to assist them in overcoming their speaking anxiety. One of the ways in overcoming their speaking anxiety is by giving Role Play as a form of teaching technique in the classroom activity. Role play technique is the way to teach speaking by setting up the students in the situations in pairs or groups. This means putting two or more students together and giving them a handout sheet, which they can, first, read and study, taking time to look-up unknown words and asking their friends about meanings and pronunciation. Then, give them a little more time to practice speaking, with everybody in the room reading aloud to get a feel for the role they will be playing and get used to the words sounds, phrases and the rhythm of the language (Holmes, 2004).

The researcher chooses Role Play technique to overcome the anxiety because as Livbov (2009) States that role play can make language learning becomes active and motivating experience. Role play helps learners gain the confidence and self-esteem needed to use the language spontaneously. By taking a role, students can escape from their everyday identity and hide behind another character. When we give students special roles, it encourages them to be that character and abandon their shyness. Besides, role play brings the real world in to the classroom (problem solving, research, consulting

dictionaries, and real time and space, cross-curricular content). Role play will emulate the way students naturally acquire language through play, make believe and meaningful interaction. Therefore, the researcher conducted a research to overcome students' speaking anxiety in EFL classroom through role play technique at Stikes Widya Nusantara Palu" (an action research, in the third semester of nursing department of Stikes Widya Nusantara Palu, academic year 2015/2016). The research question was formulated as follows: "How can role play technique overcome the students' speaking anxiety in EFL classroom at Stikes Widya Nusantara Palu?" and in line with the research question above, the objectives of this research are as follows: to find out how role play technique can overcome the students' speaking anxiety in EFL classroom at Stikes Widya Nusantara Palu.

LITERATURE REVIEW

Anxiety

Anxiety is a negative way to present human feelings. When we are anxious, we feel nervous, worried, and fearful. We struggle, tremble, perspire, and our heart beats quickly. In general, anxiety can be defined as a complex concept dependent upon not only on one's feelings of self – efficacy but also appraisals concerning the potential and perceived threats inherent in certain situations (Tobias, 1986). Anxiety is also defined as a part of human condition and it has a broad condition. Anxiety is the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system (Horwitz, 1986).

Speaking Anxiety

Speech therapist Lanerfeldt (1992) describes speaking anxiety as something that has a great impact on one's self-confidence since it often makes one experience failure when not being able to speak out and show

what one knows. Irregular heartbeat, perspiration, stumbling and an inability to act are a few symptoms that block one's capacity to act and speak. This issue often turns into a vicious circle because one bad experience from speaking often becomes a reminder when the next opportunity arises. If a student with speaking anxiety experiences failure he or she will rather remain quiet than take the risk of failing again. This situation drags them into a silence that becomes more and more difficult to break since it contributes to a role as "the quiet one" in class. Speaking anxiety creates a low self-confidence which makes students remain quiet in all situations, even if they have the capacity to express themselves and knowledge that is worth hearing.

Speaking has been generally recognized as the most anxiety – provoking skill associated with foreign language learning. It is a feeling of panic associated with physical sensations that are all too painfully familiar to those affected such as increased heart and breathing rates, increased adrenaline, over-rapid reactions, and a tension in the shoulder and neck area. Speaking anxiety is a fear of expressing oneself orally which can be recognized by the physiological signs. It is mostly like that these signs can obstruct and inhibit one's ability to speak since a person who experiences that kind of anxiety will not be able to focus on the speaking process.

What Causes Anxiety in Speaking?

Speaking anxiety has to do with fear which in most cases has developed from bad prior experiences. Speaking anxious people are often those who are self-conscious and afraid of making fools of them, being laughed at or bullied. Fear of speaking is very closely connected to fear of exposure since fear of speaking is often triggered by the surroundings. Horwitz (1986) identified that there are three kinds of speaking anxiety related to foreign language, they are: communication apprehension, fear of negative evaluation and test anxiety.

There are various causes of anxiety. Here the researcher provides top ten anxieties in speaking. The first one is lack of preparation. The second cause of anxiety is the feeling that the students have either too many points to cover in the allotted time period. The third cause is worrying that the audience will be overly critical. Fear about not entertaining or arousing the interest of people and they will walk out is the fourth causes of speaking anxiety. Perceived audience expectations influence a speaker's level of anxiety as audiences too play a role in speaking anxiety. The fifth cause is students' intend to emulate other speaker rather than being themselves. Other possible causes of anxiety can be the fear of potential negative outcomes and stuttering or difficulty to finding words. The next cause is where students spend too much time over – preparing instead of developing confidence and trust in their own natural ability to succeed. The last two causes are dislike in being the centre of attention and also low self – confidence.

Speaking Skill

Speaking is one of the skills that have to be mastered by students in learning English. Richards (2008) states that in speaking we tend to be getting something done, exploring data, working out some aspects of the world, or simply being together. If the students can speak English fluently, they will be able to communicate easily with people from other countries. Speaking English well also helps students to access up-to-date information in fields including science, technology and health. Good English speakers will be in a strong position to help their country's economic and social development.

Role Play

Role play is a classroom activity which gives the students the opportunity to practice the language, the aspects of role behaviour, and the actual roles he may need outside the classroom (Livingstone, 1983). Role play is

also defined as “all sorts of activities where learners imagine themselves in a situation outside the classroom, sometimes playing the role of someone other than themselves, and using language appropriate to the new context” (Ur, 1996:6). Thus, learners would be placed in a variety of experience where they play role as themselves or play the role of someone else and they should use language that appropriate to the situation and social context which they are playing. Role play is a speaking activity where learners participate either as themselves or as somebody else in a specific situation.

The advantages of Role Play

The most important reason for using role play is that it is fun. Once students understand what is expected of them, they thoroughly enjoy letting their imaginative trip. Harmer (1998) advocates the use of role play for following reasons:

1. It is fun and motivating
2. Quieter students get the chance to express themselves in a more forthright way.
3. The world of the classroom is broadened to include the outside world- thus offering a much wider range of language opportunities.
4. Real situations can be created and students can get benefit from the practice, mistakes can be made with no drastic consequence.

Livbov (2009) also outlines some of the areas where Role Play is very useful to language learners and teachers, and they are listed below:

- 1) To make language learning an active, motivating experience.
- 2) To help learners gain the confidence and self-esteem needed to use the language spontaneously by taking a role, students can escape from their everyday identity and hide behind another character. When you give students special roles, it encourages them to be that character and abandon their shyness.

- 3) To bring the real world in to the classroom (problem solving, research, consulting dictionaries, and real time and space, cross-curricular content). When using drama the aim can be more than linguistic, teachers can use topics from other subjects; the students can act out scenes from history, they can work on ideas and issues that run through the curriculum. Drama can also be used to introduce the culture of the new language, through stories and customs, and with a context for working on different kinds of behaviour.
- 4) To emulate the way students naturally acquire language through play, make believe and meaningful interaction.
- 5) To make what is learnt memorable through direct experience and affect emotions for learners with different learning styles.
- 6) When students dramatize, they use all the channels (sight, hearing, and physical bodies) and each student will draw to the one that suits them best.
- 7) To stimulate learners' intellect and imagination.
- 8) To develop students' ability to empathize with others and thus become better communicators.
- 9) Help learners acquire language by focussing on the message they are conveying, not the form of their utterance.

The Disadvantages of Role Play

In spite of the fact that role play gives some advantages, it also shows disadvantages (Livingstone, 1983), they are:

1. Organization, few teachers operate in ideal circumstance. The majority work in classrooms which are too small, and with classes which are, numerically, too large. Similarly, the noise level produced by a class of forty, divided into eight role play groups in a small classroom, may be so high as to make concentration impossible.
2. Time, if the time taken for preparation and follow up work is included, then role play will take up a lot of classroom time.

Procedures of Teaching Speaking through Role Play

There are several procedures that can be promoted in applying Role Play to teach speaking in order to overcome their speaking anxiety. For these activities, students formed groups and each group had a scenario of drama. Here, the researcher will follow the procedures given by Doff (1988). The procedure of teaching speaking through role play can be done in two ways, they are:

1. Scripted role play

Scripted role play is a role play which is based on the dialogue. Example of the dialogue:

Nurse: Excuse me, Mr.Robert.

Mr.R: Yes, come in please.

Nurse: How are you feeling today?

Mr. R: Not too well, nurse. I'm afraid I have a bit of cold.

Nurse: Ok, Mr.Robert. I'd like to ask you some questions. Have you ever been in a hospital?

Mr. R: Yes, I have.

Nurse: What is your chief complaint?

Mr. R: I have a chest pain and I am difficult to breath.

Nurse: Let me examine you; please take your dress off, Mr.Robert.

To demonstrate a scripted role play activity based on the dialogue, the procedures given by Doff is as follows:

- a) The teacher guides the role play by writing these prompts: (how, what, where, chest pain, dress off). Talk as you write to show what the prompts mean.
- b) If necessary, go through the prompts one by one, and get students to give sentences or questions for each one.
- c) Call two students to the front: one plays the role as Nurse and the other one is Mr.Robert. They should improvise the conversation using the prompts to help them. Point out that the conversation should be similar to

the one in the textbook, but not exactly the same; the conversation can be shorter than the presentation dialogue. It should just cover the main points indicated by the prompts.

- d) Call out a few other pairs of students in turn, and ask them to have other conversation based on the prompts.

Based on the procedures, the researcher views that the ways of organizing this dialogue can be carried out into pairs of students who would improvise a conversation in front of class, in turns. The teacher can also ask the students to practice the conversation privately with their partners before they act it out in front of the class.

2. *Unscripted role play*

Unscripted role play is a role play which does not depend on textbooks. The example and procedures of unscripted role play is as follows:

“A patient who has been on the waiting list for admission has received a letter telling him to report to Rose Ward at Anutapura Hospital for admission on 15 October at 2.30 p.m. At 2.30 p.m he arrives at the nurse’s office”

To demonstrate a role play activity based on the situation, the procedures given by Doff is as follows:

- a) The teacher could prepare the whole class, by:
- Discussing what the speakers might say (e.g. the nurse asks the patient what her/his chief complain is)
 - Writing prompt on the board to guide the role play, and any key of vocabulary.
- b) The teachers could devide the class into pairs, and:
- Let them discuss together what they may say.
 - Let them all try out the role play privately, before calling on one or two pairs to act out in front of the class.

The above procedures do not mean an absolute to be used. It is flexible; the teacher can create or develop procedures which is appropriate and suitable with his/her own class.

RESEARCH METHOD

The design of the research was CAR (Classroom Action Research). CAR was used to improve the quality of the English teacher’s performance as well as the students’ achievement in learning English in the classroom. This research design was started by identifying students’ problems and students’ achievement during the teaching-learning process. Then it was followed by planning, action, observation, and reflection process. This research was conducted collaboratively between the researcher and another lecturer of English as the collaborator.

The procedure of the research consisted of four steps; they were planning, action, observation and reflection. This research was carried out in Stikes Widya Nusantara Palu, Central Sulawesi. It is located on Jl. Untad 1 Tondo, East Palu sub-district. This research was conducted on the third semester students of nursing program academic year 2015/2016. It was group A which consisted of 47 students. There were two kinds of data in CAR, namely quantitative data and qualitative data. First, the quantitative data was obtained from the result of the test done by the students. The data indicated the students’ learning outcomes. Second, the qualitative data was gained from the result of observation toward students’ and teacher’s activities in the classroom. The procedures of data collection were dobe by observation, Questionnaire, Performance assesment (test) and documentaion.

In this research, there were four research instruments. They were observation checklist. Questionnaire items, fieldnotes and test. Observation checklist was used as the

guidelines in observing lecturer's and students' performance during the teaching-learning process. Field note was used to help the researcher and her collaborator wrote all the activities occurred in the class. Questionnaire items were employed to collect data about students' opinion toward the

lecturer's way of teaching and role play technique in overcoming students' speaking anxiety. And test was to evaluate the students' progress in overcoming the speaking's anxiety. The students' test was scored by using the rating scores as follows:

The Scale of Scoring System

Level	Fluency	Accuracy	Comprehensibility
4 (very good) 85-100	Introduction was told with expression, not flat, good intonation, pattern, and confident in speech.	The errors presented in speech were so minor so that the message would be easily comprehended	Most of what the speaker says was easy to follow. His intentions were necessary to help him to convey the message or to seek clarification.
3 (good) 75-83	Some expression in speech though mechanical in places; a few pauses but they did not detract from comprehensibility.	The speech was still understood although it consists of many errors	The listener could understand a lot of what was said. But he must constantly sought clarification. Cannot understand many of the speakers more complex or longer sentences
2 (fair) 65-74	Flat presentation, intonation, many pauses, hesitation and restart that made it difficult to follow	The errors present in speech would frequently create confusion	Only small bits (usually short sentences and phrases) could be understood - and then with considerable effort by someone who was used to listening to the speaker.
1 (weak) 64<	Full of long and unnatural pauses. Very halting and fragmentary delivery. At times give up making the effort. Very limited range of expression.	The serious errors present in speech make the message difficult to understand	Hardly anything of what was said can be understood. Even when the listener made a great effort or interrupt, the speaker unable to clarify anything he seemed to have said

(Modified From Heaton 1988)

The data of this research consisted of quantitative and qualitative data; therefore the researcher analyzed them quantitatively and qualitatively. Observation checklist and field notes were analyzed qualitatively and analyzed by four steps; they were data

collection, data reduction, presentation and conclusion. Test and questionnaire items were analyzed quantitatively and analyzed by using the formula of Harahap (1992):

a) Individual Learning Achievement

$$DSI = x = \frac{x}{y} \times 100\%$$

Where:

X = Student obtained score

Y = Maximum score of test

DSI = Daya Serap Individu (individual learning achievement)

b) Classical Learning Achievement

$$KBK = \frac{\sum N}{\sum S} \times 100\%$$

Where:

$\sum N$ = the total successful students

$\sum S$ = the total students joining the test

KBK = Ketuntasan Belajar Klasikal
(Classical Learning Achievement)

The criteria of succes were 69 for individual achievement and 60% for classical achievement.

FINDINGS AND DISCUSSION

After analyzing the data qualitatively and quantitatively, the result showed that Role Play technique succeeded to overcome the students' speaking anxiety. Based on the learning achievement, it was found that there was a very good progress on the score they achieved after applying role play again for the last three meetings. The class mastery was 87, 23% and there were 41 students who passed the oral test out of 47 students. The observation checklist on students' activities was categorized "very good", and the observation checklist on the lecturer's activities was also categorized as "very good". Based on the questionnaires' result on the students' speaking anxiety, it was shown that there was a significant change that the students showed before and after applying role play in the learning process. After applying role play, there were no more students who experienced high anxiety. There were only 6 students who were still experiencing moderate anxiety and the rest 41 belonged to low anxiety. Most of the time students were having fun, full of laughter and excited with the roles they played and felt

relaxed with it. The more they did role play, the more confident they were. And the more confident they were, the higher score they achieved. These things indicated that role play had worked on their class to beat their anxiety and got their confident. But the technique remained one problem to the lecturer herself namely time management. The lecturer got problem in managing the time. During the application of the technique she never ended the class on time. It used to need addition time at least 10 more minutes from the scheduled time.

This research had one cycle which consists of five meetings. Four meetings were for the implementation of the technique and the rest was for the test. The questionnaire items were given before and after the implementation of the technique. It was to measure the level of students' speaking anxiety, the researcher used the instrument of FLCAS (Foreign Language Classroom Anxiety Scale) developed by Horwitz (1986). During the implementation of the technique, the researcher worked with collaborator to fill the observation checklist for both lecturer and students and taking the fieldnotes. The number of the students in the class was 47 students. The lecturer divided students into nine groups consisted of five students and the other two groups consisted of six students. The lecturer herself divided the group by mixing students with moderate low anxiety students, moderate anxiety, moderate high anxiety, and high anxiety. The lecturer did it purposefully to arise the students' passion to practice the role play in front of their peers.

CONCLUSIONS AND SUGGESTIONS

Conclusions

The application of Role play technique in Foreign Language class can overcome the students' speaking anxiety in the third semester of nursing department academic year 2015/2016 of Stikes Widya Nusantara Palu. This is proven by the questionnaires result

before and after the application of role play technique in the classroom that 41 students out of 47 students (87,33 %) are in low and moderate low anxiety. The result is also supported by the oral test result that showed 87,33 % of the students are successful answer the test. It is also proven by the field notes that students are no longer very frightened when they are asked to speak. They can feel relaxed and they can overcome their anxiety. Most of the time students have fun, full of laughter and excited with the roles they play and feel relaxed with it. The more they do role play, the more confident they are. And the more confident they are, the higher score they achieve. These things indicate that role play has worked on their class to overcome their anxiety and get their confident.

Suggestion

Based on the results of the data analysis and conclusion above, the researcher gives suggestions as follows: Using role play technique will take up a lot of classroom time. So when a lecturer decides to use it, she/he must consider the time management so it will not disturb the main core of the lesson for the planned day. Further researches should be conducted with different classes to get similar result.

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