

Reducing Students`Speaking Anxiety by Using Role-Play Technique

Nurwahida¹, Hardiani Ardin², Rahmiati³, Riskatul Fadliyah⁴

¹Prodi Pendidikan Ekonomi, Universitas Negeri Makassar

²Prodi Tadris Bahasa Inggris, Institut Parahikma Indonesia

³Prodi Hukum Tata Negara, Universitas Islam Negeri Alauddin Makassar

⁴Prodi Pendidikan Bahasa Inggris, Institute Parahikma Indonesia

Email: nurwahida@unm.ac.id¹, hardianiardin@parahikma.ac.id², rahmiati.nur@uin-alauddin.ac.id³,
riskafadliyah76@gmail.com⁴

Abstract: *One technique proven to enhance students' speaking abilities is the use of role-play technique. This research aimed to give a more thorough description of factors causing speaking anxiety on students and how role-play technique can be used to reduce their anxiety in speaking. This research is a literature study by collecting several articles or journals from different trusted sources related to the notion of factors causing speaking anxiety and the effect of role-play in reducing student's anxiety in speaking. The findings were carrying out with some stages starting from searching and finding relevant data, analysing the data obtained, and finally presenting ideas from the findings. The result of this research showed that there were several factors causing anxiety on the students` speaking performances such as (1) lack of preparation, (2) lack of self-confidence, (3) poor pronunciation, (4) low English proficiency, (5) fear of negative evaluation, (6) fear of making mistakes, (7) fear of being laughed at, (8) fear of facing the unpredictable question, (9) limited grammatical knowledge, and (10) undeveloped vocabulary. In addition, the results of this research revealed that using role-play techniques in the teaching-learning process could help the students reduce their speaking anxiety in the classroom.*

Keywords: *speaking anxiety, factors causing anxiety, role-play technique.*

INTRODUCTION

Learning a language involves four skills: speaking, writing, listening, and reading, yet speaking has played a more dominant role compared to other skills due to its significant and its use for communication. Speaking is the most crucial ability for the majority of students to acquire, according to Nunan (1991), and a student's ability to communicate orally with others determines whether they may be considered a successful language learner. Furthermore, speaking is a productive talent that has emerged as the top priority for students to achieve during the foreign language learning and teaching process (Richard, 2008; Bahadorfar & Omidfar, 2014).

Similarly, Negara (2021) stated that argued that speaking is a form of communication, so it is important to convey the message in the most effective way. The

speakers are needed to be able to present what they intend to say as sufficient as possible in order to deliver the information clearly without any misunderstanding. Therefore, the speaking class should be delivered as interactive as possible.

Related to the statement above, Harmer (2007) stated that there are three main reasons for teaching speaking in the classroom. Firstly, speaking activities give chances to the students to practice real life conversation in the classroom. Secondly, speaking task provides feedback for the students that allow them to monitor their progress and evaluate the language problem they encountered. Thirdly, teaching speaking in the classroom will help the students to be autonomous language users so they can speak fluently and unconsciously. Based on these arguments, it indicates that as one of the language skills, speaking should get attention

from the teachers and the learners because it plays the important role in our society.

However, mastering English especially speaking skill can be very challenging for Indonesian learners since several problems can be encountered during the process of mastering this skill. Those problems are lack of vocabularies, lack of preparation, low motivations, less confident, the material is not related to the topic, negative experience, self-perception, and so on. All of these factors become the obstacles of students in speaking in front of the audience, which is called anxiety in speaking. Challenges and difficulties in speaking have been observed by the researchers in the classroom during their teaching process. Some students also confessed during feedback session in the speaking class that the most difficult and challenging skill in studying English is speaking. Thus, they tend to be fearful or anxious to express their opinion.

Further, Situmorang et al. (2016) stated that anxiety is as same as worry, disquiet, uneasiness, disquietude, human negative feeling. When the students are anxious, they will automatically feel nervous, fearful, tremble, struggle, perspire, and the heart beats very quickly. In common, uneasiness can be characterized as a complex concept inferior upon not just for one feeling of self-viability but also estimates concerning the potential and seen dangers in characteristics in certain situations.

To reduce this anxiousness in speaking, Livbov (2009) contended that role-play can make the learning process or language learning become more active and motivating experience. Role-play also helps the student to gain their confidence and self-esteem. Based on those arguments, by practicing role-play technique in teaching

speaking, the student can avoid from their everyday identity and the student can hide behind another character. When the teacher gives their students special roles, it encourages them to play that character and abandon their shyness. Hence, the researchers investigated the role-play technique to deal with students' speaking anxiety by answering the research questions including the factors causing anxiety on students' speaking performance and the effect of role-play technique in dealing with students' speaking anxiety.

RESEARCH METHOD

In this study, the researchers used a library research. According to George (2008), library research "involves identifying and locating sources that provide factual information or personal/ expert opinion on a research question; necessary component of every other research method at some point". The researchers conducted a review of ten empirical studies. The studies that were reviewed were taken from trusted sources and selected from the latest year.

There are several sources used in collecting the data such as Google scholar, Connected Papers, Eric Journal, Z-Library, Directory of Open Access Journal (DOAJ), published thesis and books. From all of these sources, ten articles were reviewed as the primary sources, including:

1. Abbasi et al. (2019) conducted the research on exploring factors of speech anxiety in second language classroom. It was retrieved from Google Scholar which is published by *Advances in Language and Literary Studies (AL&LS)*.
2. Sulistyorini (2018) conducted the research on language anxiety and its effect on students' speaking performance. It was retrieved from Google Scholar which is published by 2nd

English Language and Literature International Conference (ELLiC).

3. Fadlan (2020) conducted the research on factors causing language anxiety of EFL students in classroom presentation. It was retrieved from Google Scholar which is published by Jurnal Sinestesia.

4. Situmorang et.al (2016) conducted the research on overcoming students' speaking anxiety in EFL classroom through role-play technique at Stikes Widya Nusantara Palu. It was retrieved from Google Scholar which is published by e-Jurnal Bahasantodea.

5. Sidabutar (2017) conducted the research on paper reducing students' speaking anxiety through role-play technique. It was retrieved from Google Scholar.

6. Toyib et al. (2018) conducted the research on role-play as a technique to overcome students' anxiety in speaking skill, which was retrieved from Google Scholar which is published by Journal of English Teaching and Research.

7. Sjaifullah, (2019) conducted the research on an analysis of students' anxiety factors in speaking. It was retrieved from Google Scholar which is published by International Research Journal of Engineering, IT & Scientific Research.

8. Aliakbari et.al (2010) conducted the research on the impact of 'role-play' on fostering EFL learners' speaking ability: a task-based approach. It was retrieved from Eric Journal which is published by Pan-Pacific Association of Applied Linguistics.

9. Naksevee et.at (2015) conducted a research on using non scripted role-play to teach speaking skills: a study of English conversation of Thai college students at Yala Rajbhat University. It was retrieved from DOAJ which is published by Asian International Journal of Social Sciences.

10. Bozkurt et.al (2019) conducted the research on the effects of role-play and storytelling on the speaking performance, speaking anxiety and communication willingness of EFL students. It was retrieved from Google Scholar which is published by Marmara University.

In collecting the data, the researchers read, analyzed, collaborated, and criticized the data that have been obtained for the main task of the researchers is to capture the meaning contained in the reading and to answer the problems in this research. Therefore, there are two stages in reading the data, namely:

1. Read at a symbolic level. In this stage, the researchers didn't read the whole parts of the article, yet read only the smallest part of the article to get the gist.

2. Reading at the semantic level. In this step, the researchers read the data that have been collected more detail, and capture the essence of the data. For example, the researchers read each important point contained in the articles, then analyzed and collaborated the data.

After reading by semantic level and noting in data card, the next steps are making notes, paraphrasing, and synthesize all the main points to strengthen the data. Next, when data collection from previous studies completed, the next step is to analyze the data and then to express ideas from the findings.

RESULT AND DISCUSSION

The finding of this research is to discuss the factors causing anxiety on students' speaking performance and the effect of role-play technique in dealing with students' speaking anxiety.

1. The factors causing anxiety on students' speaking performance

To answer the first research question in this study, the researchers analyzed five

journals related to factors causing the student's anxiety in speaking performance. After reviewed the journals through data card the researcher found that there are so many factors causing anxiety on the students' performance. The factors are elaborated below:

According to Sidabutar (2017), there are three main factors which caused speaking anxiety on student's performance. They are:

a. Speech anxiety and fear of negative evaluation

During English class this factor definitely often felt by the students. The students will feel uneasy when they know that they are going to be called on English class to speak up in front of the audience, the students will get nervous when the teacher often asks some questions that they are not able to prepare in advance.

b. Lack of self-confidence or fear of being the focus of attention in speaking English

This factor also affects the student's anxiety when speaking in front of the class or doing seminar presentation. For example, low self-esteem, the student's competitiveness in the class, fear of being laughed at, and the native speaker effect. In addition, Januariza and Hendriani (2016) stated that the students who lack confidence naturally suffer from fear in communication. The students were fear of being the focus of attention in the seminar presentation.

c. General anxiety about English classes

The following are general anxious faced by the students when speaking performance.

1. Low English proficiency

The students will be required cognitively to make presentations in English. In addition, the students are need to consider the idea and content of the presentation seminar such as the content and idea are

needed to translate from Bahasa to English. For those who have a good abilities and standards or native speaker, they do not need to spend more time to translate their idea. In this case, the student's abilities are still far from the native speaker because they still on the process to be a good speaker. Therefore, the students consider the level of English skills to be the main factor that causing their anxiety to speak in front of the audience.

2. Lack of practice when presenting a proposal or other materials. Lack of practice is the consequence that may lead the students to be anxious.

3. Fear of making pronunciation mistakes

The students are not really confidence in doing seminar is because they feel that their pronunciation is not quite good.

The findings above are supported by Fadlan (2020) in his journal who found some factors faced by the students when doing seminar presentation, namely:

a. Fear of making mistakes

The students are often forbidden to say things in a foreign language in the classroom, fear of critics or losing face or the students simply shy the attention of their speech attracts. One of the reasons why the students are not able to present their materials in English is because fear of making mistakes and facing the critical from the audience. At the university level, most of the students are supposed as the critical audience especially for graduate program students.

b. Fear of facing the unpredictable questions

The students feel anxious when doing seminar presentation because there is always question and answer session at the end of the presentation.

In addition, Sulistyorini (2018) stated that there are several factors causing anxiety of students at Indonesia Merchant Marine

Academy of Semarang and it affects their performances in speaking as follows.

a. Lack of preparation during language class

The main reason for the students who get nervous when facing the seminar or be a presenter is because of they have no preparation before. In this journal showed that some students need more time to prepare the materials before speak up in front of the audience or although just answer the questions from the teacher. The teacher often asks sudden questions and required the students to answered using foreign language.

b. Student`s negative perceptions

Most of the students have negative perceptions when they are inquired to talk up before the lesson. For example, the first student think that the second student are better at languages than the first student, or other friends speak the foreign language better. In addition, negative self-perception tends to underestimate the student`s quality of speaking ability. The students mostly said that better remain in silence because they feel like the other students are better in performing the foreign language.

Based on the findings above, it can be concluded that there are so many factors causing anxiety on students` speaking performance and it requires techniques to overcome it or at least reduce this problem.

2. The effect of using role-play technique in reducing students` speaking anxiety.

There are numerous strategies that can be used by instructors to control the lesson amid of role-play. Littlewood (1981) as cited in Wibawa (2014) proposed four kinds of role-plays that can be used by the teacher in the classroom, including:

1) Role-play is controlled through signal dialogue.

In this model, students are given signals printed on individual cards for this exercise. Students will be prompted and guided in their speech by the signal. This facilitates the learner's ability to use linguistic structures. As a result, the teacher can access the discussed forms through the signal discussion.

2) Role-play controlled through cues and information

The signals in this activity give students comprehensive information. In this case, the role of the learners is more flexible, allowing them to select whatever role they desire to play.

3) Role-play controlled through situations and goals.

In this type, the instructor gives situations and goals so that students must play a role in the agreement with the situation and goals given. Sometime in the beginning of the role-play, the teacher must begin with giving the situation to each group. Next, the teacher needs to clarify and make sure what students need to do amid role-play. All students must follow the teacher's instructions and perform role-play based on the situations given.

4) Role-play controlled within the form of debate or discussion.

For this type, students are expected to maintain and believe in their stance because the exercise takes the form of a discussion. Teachers may find this activity more challenging than previous activities. Meanwhile, students must have (a) a sufficient general understanding of the problem and (b) a variety of points of view or interests that need to be defended. Therefore, the activity needs to start with reading or listening. Students will be ready to argue with

such exercises. Meanwhile, a similar opening exercise is necessary for the discussion. After that, students will have a group discussion about a related subject. Each student has a specific job. Therefore, they must provide solutions to the problems raised from a role perspective.

The four kinds of role-play mentioned above play a big part to encourage the students to enhance their speaking ability. Similarly, Situmorang et.al (2016) reported that role-play technique can be used in overcoming students' speaking anxiety at Stikes Widya Nusantara Palu. The participants in this research consisted of 47 students. Quantitative data was obtained from the test done by the learner, and qualitative data was obtained from the observation, questionnaire, and documentation. The result revealed that role-play activity success to deal with the student's anxiety in speaking performance.

Another research was conducted by Adnyani et.al in 2014. This research aimed to investigate the effect of scripted role-play on the students' speaking performance. This research is an experimental research, and the participants were 68 students. The results showed that (a) there is a significant effect in speaking performance between the students who were taught by using role-play technique and those taught conventionally, (b) there is a significant difference in speaking performance between the students who have a high anxiety and taught by using role-play technique and those who were taught by conventional. The results showed that students' anxiety can be one factors that influence the students speaking performance and it could be treated by using role-play technique in the teaching process.

Furthermore, Naksevee et.al (2015) investigated the use of non-scripted role-play activities in the classroom to improve the oral performance of the students in Thai college who have a low English proficiency in speaking. This study obtained from pre- and post-test to find the results and the results shown that post-test score of both groups were significantly higher than their pre-test by applying role-play technique in the class. In addition, role-play activities helped the students to enhance their speaking ability and developed their English proficiency.

In addition, Aliakbari et.al (2010) conducted a research that aimed at investigating the effect of role-play activity and whether it can enhance the students' speaking ability. The participants of this research were 60 students, 40 female and 20 males. The researcher did pre-test and post-test to obtained the data, and the results of this research is role-play technique is effective in improving the student's Foreign language, the atmosphere of the classroom help the students in practicing social context of the communication. Similarly, Bozkurt (2019) conducted the same way and result in his research, which participants were 63 students from a Turkish secondary state school. The results concluded that both role-play and storytelling were effective on students' speaking performance.

Based on the findings above, it can be concluded that role-play can be an effective technique in teaching and learning process to reduce student's anxiety on speaking performance. By using role-play, the students will have time to prepare words, ideas, or opinions before presenting or performing their roles allowing them to practice before standing in front of the class. However, role-play also has several disadvantages including

the situation in the classroom may not be taken seriously and it takes a large amount of time. Therefore, this technique should be implemented with considerate objectives and goals.

Finally, this study has critically reviewed the research paper on the factors causing anxiety and the effect of role-play technique in reducing the anxiety. Based on the results, it is found that anxiety in speaking performance caused by some factors, including:

1. Lack of preparation during language class.
2. Lack of self-confidence or fear of being the focus of attention in speaking English.
3. General anxiety about English classes, such as low English proficiency, lack of practice, poor of pronunciation or fear of making pronunciation mistakes, and having limited grammatical knowledge.
4. Sudden-activity in the class.
5. Peer-pressure in speaking English.
6. The students 'unwillingness to prepare before the class.
7. Fear of making mistakes in the seminar presentation.
8. Speech anxiety and fear of negative evaluation.
9. Fear of facing unpredictable questions in the seminar presentation.
10. Classroom atmosphere.

Overcoming those factors of anxiety, the teacher should choose a technique in teaching speaking which can help the students to minimize their problem to speak. Littlewood (1981) as cited in Wibawa (2014) proposed four kinds of role-plays that can be used by the teacher in the classroom, including:

1. Role-play is controlled through signal dialogue.

2. Role-play is controlled through signals and data.

3. Role-play is controlled through situations and goals.

4. Role-play controlled within the form of debate or discussion

Role-play technique has a positive impact on helping the students in reducing their anxiety on speaking performance. According to Nopiani (2014), role-play will give the students opportunity to practice speaking. Role-play allows the students to be more creative, role-play can develop the students' fluency in communicating which promotes interaction in the class and increase the students' motivation.

In addition, Afdillah (2015) stated that role-play has several advantages, including:

1. Role-play helps the students to enhance or to develop their speaking skill.
2. Role-play displays the students' language competence.
3. Role-play involves the students in solving their problem to communicate in the class.
4. By using role-play the students will have a strong desire in practicing or communicating with their friends to maintain peer interactions.
5. Role-play helps the students to set up and keep their peer culture in the class.
6. Role-play is fun and motivating, real situations can create and the students will get benefit from the practice by using role-play.

From those statements, the researchers assumed that role-play gives some advantages in teaching speaking, such as enhancing the students' speaking ability and motivating the students to practice their English. The most effective reason is that the students feel fun learning English because role-play is a kind of games. By applying the role-play technique in the classroom, the

students will be more prepared to express their ideas and communicate without feeling anxious anymore. Moreover, the students need directions from their teacher regarding what they have to learn to perform in front of the classroom.

According to the researchers, learning with role-play enables the students to reduce student's anxiety while they gain confidence regardless some disadvantages it could bring such as the situation in the classroom may not be taken seriously, the atmosphere in the classroom is full of drama and it uses a large amount of time. Therefore, when applying this technique, the teacher should be disciplined or pay close attention on timing since this technique requires more time to practice, perform, and so on.

After conducting the study and analyzing or deciphering the data, the researchers drew the following conclusions, (1) several factors affect students' speaking performance. these factors are lack of preparation, self-confidence, pronunciation, low English proficiency, fear of negative judgment, making mistakes, being laughed at, facing unpredictable questions, having limited grammar knowledge, and having an undeveloped vocabulary. (2) based on the reviewed articles, role-play is considered an effective technique in teaching speaking as it offers many advantages. Role-play can be an alternative way to teach speaking, which can help students solve problems with speaking performance and overcome their anxiety as long as teachers use it in a thoughtful and considerate way.

CONCLUSION

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