

Investigating the Effectiveness of English Speaking Community (ESC) in Reducing Students' Speaking Anxiety

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Abstrak

Kecemasan dalam berbicara masih saja menjadi salah satu masalah besar bagi mereka yang mempelajari bahasa, terutama bahasa Inggris. Kecemasan berbicara ini tidak hanya terjadi di lingkungan murid sekolah, tetapi juga terjadi di lingkungan jurusan Bahasa Inggris yang khususnya mereka terbiasa dengan lingkungan/suasana dalam menggunakan bahasa Inggris. Untuk membantu para mahasiswa membiasakan diri berbicara bahasa Inggris, pihak Jurusan Bahasa Inggris mendirikan sebuah program yang diberi nama *English Speaking Community* (ESC). Program ini bertujuan agar mahasiswa bisa memberikan pendapat mereka dengan menggunakan bahasa Inggris secara lisan. Program ini hanya tersedia di UNESA, maka dari itu peneliti fokus meneliti program ini dengan kaitannya bersama kecemasan dalam berbicara. Tujuan dari program ini adalah untuk mencari tahu apakah ESC mengurangi kecemasan dalam berbicarnya siswa dan cara/teknis ESC dalam mengurangi kecemasan dalam berbicara. Subjek dari penelitian ini adalah 100 mahasiswa dari Pendidikan Bahasa Inggris tahun angkatan 2014-2017 untuk mengisi kuisioner dan 9 mahasiswa terpilih dari kuisioner untuk menjadi partisipan di FGD. Menurut hasil data, ditemukan bahwa ESC mengurangi kecemasan mahasiswa dalam berbicara karena hanya ada teman sesama mahasiswanya dan tidak ada dosen. Lalu, peneliti menemukan empat fenomena dari FGD. Fenomena itu adalah ditemukannya empat karakteristik mahasiswa dalam sebuah forum seperti ESC dalam usaha mengurangi kecemasan dalam berbicara yang mereka alami.

Kata Kunci: berbicara, ESC, kecemasan

Abstract

Speaking anxiety is still becoming a complex problem for language learners, especially in learning English. The speaking anxiety does not only happen in scholar's situation, but also in English Department students that get the English environment every day in the college. To assist English major students in the university, a program called English Speaking Community (ESC) is launched. The program demands the students to give opinion by using English orally. Because this program only exist in UNESA, therefore the researcher led it becoming the focus for this study. The objective of this study is for finding out whether ESC reduces students' speaking anxiety or not and the way ESC reduces students' speaking anxiety. The researcher took 100 English Education program students from the year 2014-2017 to become the respondents for the questionnaire. Moreover, the researcher chose nine who had fulfilled the questionnaire to become the FGD participants. According to the results, it is found that ESC reduces students speaking anxiety because in ESC, there are only students without any lecturers. Also, there are four phenomenon revealed from FGD. It is found that there are four characteristic about how students reduce their speaking anxiety while doing a discussion or ESC meetings.

Keywords: speaking, ESC, anxiety

INTRODUCTION

In learning foreign language such as English, students have to master four language skills namely listening, reading, writing, and speaking. This is because when people have IELTS test to measure their English capability, they will be tested using those four skills for proving they are able in using English. Moreover, those skills are also related each other to develop language learners communicative competence in other language. For instance, the reading and writing skills are related in

order to develop written communication while the listening and speaking skills are related to develop students' spoken communication. Additionally, those four skills give some purposes in learning language such as a scaffolding support for students, giving opportunities for students to create a communication using foreign language, using the target language in the real information, proofing students' skill in mastering a foreign language, and giving more confidence for them (Sadiku, 2015).

Each country has their own aim for learning English. In Indonesia, the aim of learning English is being able to communicate each other written or orally. Therefore, the students in Indonesia are expected to have good communication in English. However, this condition is in contrast to reality. As researcher sees on the English basic competence, most of the materials focus on written activities while the speaking materials and activities look implicit on it. Moreover, the school examination such as mid-term, final test, and national examination do not provide speaking test which makes the students do not pay attention on it. The situation is as same as the results of Al-Lawati's (2002) investigation; students do not give attention to speaking skill because their books do not provide any speaking material or tasks, also the skill are out of the exam. Syed (2003) also argued that exam only makes students to memorize the material then write into their answer sheet, not for making them comprehend to the material.

Zhang (2009) argued that speaking becomes a difficult skill to be majored for English learners. Learners get problem in speaking such as lack of vocabulary, understanding of grammatical patterns, practicing English that makes the students are afraid and nervous when they wanted to speak and express using the target language, and also they still did some mistakes in pronouncing words that makes them inconvenient communicating using English (Purwatiningsih, 2015). As researcher sees on the field, the speaking problem could be students cannot talk in English when they have presentation or questions in the class. They choose to use their mother tongue than English.

A study by Floriasti (2012) found that there are two main factors why students get difficulties in learning English speaking skills. The factors come from external and internal of the students. Curriculum design and school who has no native-teacher for teaching English are two examples of external factors students have speaking obstacles. For the internal factors, the study found that students feel too nervous while the teacher asked them to have a presentation in front of the class. Moreover, lacking of confident and worrying to make mistakes also can be included as the internal factors. In addition, Dil (2009) inform that feeling anxious can be the internal factors why students keep silent when they need to speak up.

Among those factors, anxiety is still being the biggest deal for students in learning English speaking skill. Anxiety is an associated feeling of tension, fear, and worry in an individual (Spielberger, 1983). Her also classified the language anxiety into three types; trait anxiety, state anxiety, situation-specific anxiety. The anxious feeling usually appears when the students have to

present something in front of the class or sometimes when they have group discussion. This situation could be called as situation-specific anxiety. In a group discussion, students who are anxious usually will be talk less and do not give big contribution for the group. An investigation by Atas (2015) argued that when students especially in teenager ages are anxious, they would not say a word. When they were confuse to speak, they would become more anxious than before.

According to Minahan and Rappaport (2013), anxiety can be defined as a hidden disability, because many students sometimes look like they are fine, however, actually they are going to explode in particular situation because they think too much, but they say nothing. Therefore, anxiety always effects speaking performance. The more students feel anxious, the more they will keep quiet. Whereas, learning and implement speaking skill gives many advantages for them. For instance, if they are good in speaking English, it will be possible for them to pass scholarship or job interview in the future easily.

The anxiety is not only happened in students from schools, but also in students in university, even they take English Department. As researcher observe, students in English Department UNESA still have anxiety feeling when they need to produce English orally. It is proved by looking at English Department events such as English Week. It is an annual program that is held by English Department Students Association. However, even though it is a program by English Department students, the researcher sometimes still find the Master of Ceremony uses Bahasa Indonesia when they lead the event. In the classroom, the students also seem having anxiety feeling. They have already speaking course for each semester, the lecturers have talked using English, but this situation does not reduce speaking anxiety. For instance, when students will have speaking presentation, some of them will feel anxious.

Fortunately, there is an English Department in one of university in Surabaya provides a speaking program for the students namely English Speaking Community (ESC). The aim of this speaking community is for helping the English Department students in order to be able to communicate English orally well (Utami, 2017). This program is used cooperative learning as the strategies in learning English speaking skill. Cooperative learning strategy is a cooperative learning comprises principles and techniques for helping students to work together more effectively (Jacob, Power, and Loh, 2002). ESC is an outdoor program that is excluded from students' credit. Every students from freshmen until the sophomore have to join this program and reach particular level before they graduate from the Department. The

program is planned for relax learning atmosphere. Student will have a learning situation like a group discussion that consists of six until seven students. The lecturers is as known as a class coordinator in ESC are not always come to the group discussion. Therefore, students will feel more comfort in delivering their thoughts.

ESC can be said as an effort that is created by the Department to accustom English Department students to speak English. As the researcher observe, even though the English Department students has a title as "English students", however, it can be found on the classroom that students are still being worry and feeling anxious to face a presentation using English. Moreover, when they have question in the classroom, some of them who have enough braveness are usually try to raise their hand and give the question using English or even Bahasa Indonesia, while the anxiety one only keep silent and do not know what to say even though they have something in their minds. Therefore, ESC program might be a big hope for English Department to create an English-communicative student.

The researcher chooses ESC as the concern of this study because the researcher needs to know the effects that ESC gives to the English Department especially in reducing anxiety. In ESC, the member can do a lot of activity to make ESC looks fun. The researcher also need to know the implementation of those activities whether it affects the students' speaking anxiety or not. In short, this study will research whether there is some effects of ESC program in case to reduce English Department students' speaking anxiety. Therefore, the researcher investigated:

1. Does ESC reduce students' speaking anxiety?
2. How ESC reduce students speaking anxiety?

RESEARCH METHODOLOGY

This research designed as a qualitative research, especially basic interpretative study. As Ary et al (2010) stated, the aim of qualitative research is for understanding a phenomenon in general rather than differentiate variable, also it is aimed to know the phenomenon in depth of understanding than data's numeric analysis. Therefore, in qualitative research, the researcher can explore more to a phenomenon by asking some specific questions to the participants. This activity is for getting the deeper information.

Basic interpretative study is a one of qualitative research varieties. This kind of research is for comprehending a phenomenon by using interviews, observation, and document reviews for collecting the data. The aim is for understanding each other experience (Ary et al, 2010).

Research Subjects

The subject of this study was 100 students of English Department in UNESA. The researcher believes that all students in English Department in UNESA has the same chance in ESC. Therefore, this research did not differentiate the subjects based on students' year of study, study program, either their ESC level.

Then, the researcher chose nine students becoming Focus Group Discussion (FGD) participants. The nine students were chosen based on criteria. Each criteria represented by three students. The criteria were: (1) student who is confident to speak English when the ESC topic and atmosphere are good; (2) student who is not confident to speak English even though the ESC topic and atmosphere are good; (3) student who is confident even though the ESC topic and atmosphere are not good enough.

Research Setting

This study was conducted in State University of Surabaya (UNESA). The researcher chose English Department as the specific setting place to collect the data.

Data and Source of Data

The data of this study was participants' response to the research instrument that was about the effectiveness of ESC in reducing students' speaking anxiety and the source of data were the questionnaire's response and FGD participants' expressions and speaking action.

Research Instruments

There are two research questions in this study. Each question represents the instrument that the researcher used. The first research question used questionnaire while the second answered by using Focus Group Discussion (FGD) for collecting the data as the instruments.

a. Questionnaire

Questionnaire is an instrument that is provided to large population. It usually consists of a number of printed or typed questions that has been arranged in order of a form (Kothari, 1990). The first research question in this study was answered by using questionnaire because it needed vast population to generalize the phenomenon. The questionnaire was administered to 100 students in English Department UNESA who is concerning in English Education Program.

To examine students' reactions to ESC due to reducing students' anxiety, a four-page questionnaire was administered to English Department students in UNESA,

especially English Education Program students. The researcher modified a questionnaire by Occhipinti (2009) by looking at items that is needed for this study. Furthermore, the researcher also add students' identity and students' English speaking background to explore students' reaction about ESC and speaking anxiety.

The four-pages questionnaire represented four sections which each section has its purpose for each item. The first part of the questionnaire is for knowing students' identity for recognize which students became the participants of FGD. The second part asked the students English speaking background. It asked how students get their English speaking skill, maintain their skill, and exploring whether students are nervous or not when they have to speak in English. The third part was designed in rating scale. The scale was ranging from 1 to 5 ("1" is very relaxed until "5" is very anxious). The question for this part was "how do you feel when you do ESC with your group?" The questions was aimed to explore students' anxiety reaction to ESC activities. The last part is for exploring the aspects of students' anxiety, what symptoms are appeared, and in what situation the anxiety comes.

b. Focus Group Discussion (FGD)

Focus Group Discussion (FGD) defined as a group discussion that has planned and facilitated by a researcher to get participants' perceptions to a problem. In qualitative research, there are two main instruments for collecting data, namely; individual interview and observation of participants in groups, while FGD is combination of those two instruments (Freitas et al, 1998).

FGD is good to explore people's knowledge, ideas, and opinion in one group. The participants who joined FGD were relax because they did not feel intimidate by the interviewer. Furthermore, among participants and interviewer, they can do brainstorming to other's responds, opinions, ideas, and even answers.

Data Collection Techniques

The researcher used questionnaire to look for whether ESC reduce the English Departments students' speaking anxiety. The questionnaire was administered to 100 English Department students. The questions that were in questionnaire has already valid because the questions were made by looking at ESC recent situation. The reliability of the questions also have checked by asking people around the researcher to re-read the questionnaire items. Perhaps, there is an item that is bias. The researcher believed each student represented each characteristic. Therefore, the researcher did not

differentiate the students' study program, year of study, and gender.

The researcher administered the questions by entering classes. Then, she asked the lecturer's permission to give his or her some times to fill the questionnaire. This was efficient for collecting the data because the participants were in conducive condition. Besides, the researcher also administered it by giving the questionnaire to class leaders for giving it to their classmates. The researcher chose one person for each class or group to have responsibility for collecting his/her friends' fulfilled questionnaires. After the fulfilled questionnaires are being collected, the person chosen gave it to the researcher for being analyzed.

When analyzing the questionnaire, the researcher used tables from Microsoft Excel. She counted each participants' answer and then looked for the most appeared answer. The most appeared answers became the results for this study for being discussed. Also, when analyzing the questionnaire, the researcher looked for candidates for joining the FGD.

After analyzing the questionnaire, the researcher arranged questions for FGD. She chose the most five question items in order to give it to FGD participants. Then, she chose nine students based on criteria for being interviewed in FGD. The researcher invited the nine chosen respondents through the messengers such as WhatsApp and LINE. Then, she made an agreement with them to choose the right time and place for doing the FGD. Then, the FGD was held in a place in front of English Department's reading room on Tuesday, March 27, 2018.

Before starting the discussion, the researcher asked the nine chosen students' permission whether they allowed the researcher to record the discussion using audio-recorder or not. Then, the participants allowed the researcher to record the discussion using cellphone.

In the discussion, the researcher asked the five prepared questions one by one to the participants. During the discussion, the researcher was also the moderator; the one who gives questions to the participants and knows the topic of the discussion. The researcher did note taking to write important information that is spoken by the participants. In addition, she used recording to make sure the validity of her note taking, or perhaps there was some miss information that she did not recognize during the discussion session.

Data Analysis

In qualitative research, data analysis is the most complicated phase because qualitative analysis is messy and nonlinear (Ary et al, 2010). According to Creswell (2007), qualitative data is analyzing like a spiral. It means

when the data have already collected, it must be organized and managed. The researcher should read and reflect the data to know more about it. After that, the researcher has to describe, classify, and interpret the data.

This study has two research questions, which the instruments are different to other questions. The use of different instruments for each question made the researcher analyzed the instruments by using different analysis. The qualitative analysis that is used for this study was adopted from Ary et al (2010), namely familiarizing and organizing, coding, and interpreting.

FINDINGS AND DISCUSSIONS

In order to answer two research questions, the researcher used two different instruments to get the answer. The first research question used questionnaire while the second research question used FGD. Therefore, the results divided into two parts regarding to results of each instrument, questionnaire and FGD.

a. Results from Questionnaire

Speaking Anxiety Questionnaire was given to answer the first research question "Does ESC reduce students' speaking anxiety?" The questionnaire answered the first question by using respondents assumption to their speaking anxiety. Based on the data that the researcher got, it is revealed that ESC reduces students' speaking anxiety.

First, the answered "yes" proved because of the 100 respondents that came from English Education Program students from the year 2014 – 2017 assumed that they felt nervous when they were in the classroom and had to do an English presentation. Also, in part 2 items 8, the researcher provided 3 situation that they might prefer while speaking English. Then, the result was the respondents tend to choose C (Speaking English in front of the person whom you feel comfortable). It means that they were still anxious to speak English with their lecturer or someone more expert in English.

Another proof, in the third part of the questionnaire that talked about the content of ESC, means the situation and condition that might happened in ESC and might make the participants felt anxious. The third part was using Likert Scale range 1 to 5, 1 was for very relaxed and 5 was for very anxious. Based on the data that the researcher got, most of the respondents chose scale number 1 which means very relaxed to the 23 situation that the researcher provided. From this data, it could be a proof that the respondents assumed that they were not anxious while doing ESC meetings with their peers.

In the fourth part of the questionnaire that talked about the anxiety to know what symptoms that is usually

appeared and in what situation the anxiety came. There were four items of questions in the last part. Then, based on each item's answer, the researcher also could conclude that the most symptoms that the respondents usually feel was faster heartbeat. The respondents also assumed that the topics in the ESC could be one of the factor they were anxious. Most of them clarify that unfamiliar topics sometimes made them being confused to think what they should talk, also sometimes uninteresting topics could not motivate the respondents to speak more using English in ESC meetings. 95 respondents agreed that ESC help them to improve their speaking skill, especially in the way they deliver their idea because they think that they improved their critical thinking.

Thus, from those all data, the researcher concluded that the respondents for questionnaire in this study were anxious to speak English with their lecturer and someone more expert in English. However, ESC helped the respondents to reduce their speaking anxiety because ESC assisted the respondents to improve speaking skill.

b. Results from FGD

In this research, Focus Group Discussion (FGD) was for matching the respondents' assumption from questionnaire with the speaking action through the discussion. The researcher provided the discussion with some listed questions, but she could improve the questions based on respondents answer. Therefore, the discussion was like a semi-structured interview.

The discussion was conducive. It took 44 minutes and 19 seconds. The participants have already allowed the researcher to record the discussion for writing the transcript. There were nine participants joined in this FGD. They came from 2015 and 2016 students of English Education Program. The nine participants was chosen by criteria; (1) student who is confident to speak English when the ESC topic and atmosphere are good; (2) student who is not confident to speak English even though the ESC topic and atmosphere are good; (3) student who is confident even though the ESC topic and atmosphere are not good enough. There were three participants represented each criteria. Therefore, the researcher had nine participants for this FGD.

The FGD designed like ESC, so the researcher expected the FGD results of speaking anxiety would be almost same to ESC. From the FGD, the researcher found three phenomenon of students who has anxiety in forum discussion. The three phenomenon are there were (1) participant who keep silent, (2) participant who answer all questions by giving long answer with rounded points, and (3) participant who are confident to answer all questions to the point.

The researcher gave fifth main questions to the participants. The first questions is "As an ESC member, do you feel anxiety when you have to speak in English in ESC forum?". The second question is "What do you feel or what happened to you when you are anxious?". The third question is "As a group leader in ESC forum, what do you do when you see your members are anxious?". The fourth question is "What are the factors that cause your anxiety? Is it your friends, your leaders, the topics, or the situation, or all of them?". The fifth question is "Do you think ESC help you to reduce your speaking anxiety?".

The result for the first question which is "As an ESC member, do you feel anxiety when you have to speak in English in ESC forum?" is most of the participants answer "yes" means that they feel anxiety to talk in ESC forum. When the questions was developed to which one they choose; other members focus on them or no one focus on them, most of them did not mind if the other member focus on them or not. Then, the researcher gave another supporting question such as "which one do you prefer, speak in front of your friends in ESC forum or speak in front of your class?", the participants tend to answer to speak in front of ESC members rather than in the class because there is a lecture in the class. Indirectly, it makes them feeling anxious to make mistakes talking in English.

The result for the second question is the participants feel their heartbeat becoming faster, trembling, sweating, keeping silent, and even moving their arms and legs during the discussion. Some of them also answered that they will forget what they want to say or speak too fast.

The result for the third question "As a group leader in ESC forum, what do you do when you see your members are anxious?" is the ones who are group leader answered that they usually help their member to tell the ideas better by interrupting them. It is because the members forget to say what they want in last minutes.

The result for the fourth question "What are the factors that cause your anxiety? Is it your friends, your leaders, the topics, or the situation, or all of them?" is most of them said that the topics could be one of the factor of their anxiety. Some of them answered "the situation".

The result for the fifth question "do you think ESC help you to reduce your speaking anxiety?" is most of them answered "yes".

Those are the results for the second research question: "How does ESC reduce students' speaking anxiety?" by using FGD.

Discussions

This research is aimed to elaborate the effectiveness of English Speaking Community (ESC) in reducing English Department students' speaking anxiety. In this section, the researcher divided the discussion into two sections. For the first section, the researcher was attempting to answer the first research question "Does ESC reduce students' speaking anxiety?", while the another section was for attempting answering the second research question "How does ESC reduce students' speaking anxiety?".

a. ESC Reduces Students' Speaking Anxiety

From the questionnaire, it is found that most of students in English Department UNESA have anxious feeling when they have to speaking using English, especially with lecturers nor inside and outside the classroom. They get some symptoms before having small talk or even English presentation. The data finds that the most appeared symptoms are coming from physical actions and symptoms. The symptoms are in line to Oxford's (1999) statements in characterizing anxious learners. For physical actions, she stated that the individual who is anxious usually does something to hide their anxiety. Based on the findings, the participants usually do trembling, shaking/moving hands and feet, and speaking too fast. They sometimes do not realize that their actions are for hiding or perhaps reducing their speaking anxiety because it goes naturally. For the physical symptoms, Oxford also stated that the symptoms also happened naturally when the students are in a situation that they have to speak using the target language. The physical symptoms are like having stomachache.

However, the students agreed that they feel very relaxed while doing ESC with their group and have improvements in speaking aspects; the way to deliver ideas and to pronounce words, and having more confidence. Based on the data, they feel very relaxed because there are only their peers in the forum. Therefore, they can feel free to say everything in their minds.

ESC is like a speaking program that the approach is by using cooperative learning strategy. The findings from the questionnaire are supports Slaven's (1995) statements in which he defined the concept of cooperative learning strategy. He stated that cooperative learning is a small group which each member has responsibility to help each other in academic content and the members usually are combination of high-achievers and low-achievers. The statements are in line to the

findings which the members enjoy the atmosphere in ESC forum.

The free feeling when they know that there is no lecturer in ESC forum is also in line to one of Horwitz, Horwitz, and Cope's (1986) anxiety classification; fear of negative evaluation. In this case, the participants are afraid to speak more using English because they sometimes think that lecturers are experts in English. therefore, the students have to be more careful in speaking using English either inside or outside the classroom with lecturers.

b. How ESC Reduces Students' Speaking Anxiety

In Focus Group Discussion (FGD), the researcher and the participants talked a lot about how ESC reduces students' speaking anxiety from the content until how the meeting goes.

Starting from the contents, the participants said that the ESC topics from the guidelines or group leader's creativity could be one of the anxiety reasons. It is because they think that the topics sometimes do not suitable for some levels. The unsuitable topics make the students cannot deliver their thought, which causes they keep silent or let their friend to speak first while they are thinking what they are going to say in ESC meetings or even try to talk but then being stuttered until forget what they want to say.

This situation usually happened in presentation atmosphere because they feel like they are being pressed by the situation. Based on Oxford's (1999) statements, it can be said as general avoidance; a sudden situation of individual in avoiding to say something caused forget to say their words and even keep silent.

Basically, the FGD participants attended to speak up more using English in ESC meetings than speak English in the classroom in front of their friends and lecturers. According to them, it is because they are comfort with the members also with the situation. ESC only consists of their friends without any lecturers.

When the participants are being asked about how to reduce their speaking anxiety, they said that they usually keep silent and listen to a music to relax themselves. As same as the questionnaire findings, the FGD participants believed that ESC could reduce their speaking anxiety by accustoming the members to speak English in every meetings.

Seeing the participants' speaking action in FGD, the researcher found four interesting phenomenon. The first is the anxiety students kept talking to rounded points and they did not realize that it is one of the characteristic of anxiety student. They talked everything in their minds without knowing that they were going around the points. It happened naturally.

The second phenomenon is the anxiety students tend to keep silent when they did not what to say. It is found in the discussion forum that these characteristic students needed to be called their names twice for asking them to talk. The researcher needed to ask them twice for the same questions and let them to think first before starting to give opinions. According to Zohra and Khaoula (2012), they stated that inability to express idea could be one of the causes of speaking anxiety. Therefore, they kept silent.

The third phenomenon is the confident students encouraged the anxiety students to talk more. This situation happened when the anxiety students seemed like having no idea what to talk such as suddenly stopping in the middle of their sentence. Then, the confident students usually continued their words by giving a short clue to finish the sentence.

The fourth phenomenon is the confident students took over the whole discussion. It happened because the anxiety students kept silent then let the confident ones to speak more.

CONCLUSIONS AND SUGGESTIONS

Conclusions

Anxiety is one of factor that cause difficulty in speaking English. It is an associated feeling of fear, worry, and tension in one individual. It can make an individual cannot produce the sound of target language. Students in university, even they are taking English major, seem to have anxiety feeling in speaking English. For instance, when the English program students wanted to ask question in the classroom to their teacher, they tend to use their L1 rather than English.

English Speaking Community (ESC) is a speaking program that is handled by English Department in UNESA. The program aims to accustom the students to communicate using English orally. It is a group of six until seven students to have discussion topics that is in ESC guideline.

Those descriptions lead the researcher to have two research questions. The first research question "Does ESC reduce students' speaking anxiety?" used questionnaire as the instrument. The results showed that students in English Department in UNESA felt anxious when they have to speak English to their lecturer and someone who are more expert in English, but ESC assists them to reduce the speaking anxiety because there is only students in ESC forum without any lecturers.

The second research questions "How does ESC reduce students' speaking anxiety?" used Focus Group Discussion (FGD) as the instruments. Actually, this instrument is for supporting the questionnaire's data. From the FGD, it is found that ESC's situation could be

one of the factor that cause their anxiety such as doing ESC meeting in crowded or quiet place. It is also found some phenomenon:

1. The anxiety students did not realize that they are anxious and kept talking in order to answer the researcher's questions, but the point was going around.
2. The anxiety students tend to kept silent when they did not know what to say.
3. The confident students encourage the anxiety students to talk more.
4. The confident students took over the discussion.

Suggestions

After conducting this study, the researcher hopes that the findings will be helpful for people who are concerning in anxiety, especially in English speaking anxiety.

For the next researchers, the researcher hopes that they can develop their anxiety findings by using gender differentiation and they also can develop this study using quantitative research. Thus, they will get concrete data with numbers.

In addition, the next researcher also can give more research development by conducting a research concerning in the strategy of English department students reduce their speaking anxiety.

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