

The Implementation Of Cooperative Learning Type Think-Pair Share In Overcoming Student's Anxiety In Speaking English At English Language Foundation

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Abstrak

Makalah ini bertujuan untuk mengungkap faktor-faktor penyebab kecemasan pada mahasiswa dasar Bahasa Inggris dan mendeskripsikan bagaimana pembelajaran kooperatif tipe think-pair-share membantu mereka dalam mengatasi kecemasan mereka. Penelitian ini menggunakan desain studi kasus. Pesertanya adalah enam mahasiswa yang mengikuti program speaking selama satu bulan. Pengumpulan data dilakukan dengan menggunakan instrumen observasi, wawancara, dan angket. Data dianalisis melalui tiga langkah, yaitu reduksi data, penyajian data, dan penarikan kesimpulan dan verifikasi sebagai analisis kerangka kualitatif yang dikembangkan oleh Miles dan Huberman. Hasilnya sebagai berikut: (1) ada enam faktor signifikan yang menyebabkan siswa mengalami kecemasan, (2) penekanan pembelajaran kooperatif melalui dua aspek berbicara mendapat tanggapan positif dari berbagai kalangan meskipun salah satu aspek yang ditekankan kurang berdampak. Rekomendasi yang paling penting adalah siswa harus memiliki keinginan yang besar dalam belajar bahasa Inggris terutama dalam pembelajaran berbicara dan guru harus memotivasi siswa dan menerapkan pembelajaran jenis ini ketika mengajar berbicara

Kata kunci: Faktor Kecemasan, Tipe Pembelajaran Kooperatif Think-Pair-Share

Abstract

This paper aims to reveal factors that cause anxiety towards students of English Language foundation and to describe how cooperative learning type think-pair-share helps them in overcoming their anxiety. This research used case study design. The participant was six students who took speaking program during one month. The data were collected by using observation, interview, and questionnaire as instruments. The data were analysed through three steps, they are data reduction, data display, and drawing conclusion and verification as qualitative framework analysis that are developed by Miles and Huberman. The results were follows: (1) there were six significant factors that caused students experienced anxiety, (2) cooperative learning suppression through two speaking aspects had positive responses from various circles although one of emphasized aspects had less impact. The most important recommendations were students should have big desire in learning English especially in learning speaking and teacher should motivate students and implement this type learning when teaching speaking.

Keywords : Anxiety Factors, Cooperative Learning Type Think-Pair-Share

PENDAHULUAN

Anxiety becomes a scary figure for students who learn English as foreign language. MacIntyre (1999) described it as stress, nervousness, emotional reaction, and worry that connected to foreign language (FL). Without looking at their age, style, and appearance, anxiety ghosts every student who wants to reach his or her goal in learning English especially speaking. Speaking English become the goal from people who want to be clear communicator. Because speaking is important and featured program, English Language Foundation as an English course also being study place provides extra program in developing students' speaking skill, they are speech forum (SF) and evening talk (ET). Moreover, in the learning process students decide to be silence. They think the silence avoids a mistake even though making mistakes in speaking are needed as material for self-evaluation so that their speaking skill are a step further developed. To handle problem

above, Cooperative Learning (CL) is presented to help students overcome their troubles where Think-Pair-Share (TPS) as one of CL's strategy will be used in implementing this method. According to Yan (2009) students that learn using this method will perform well in front of class.

Several papers showed that students that often experience anxiety in learning will fail. To prevent this, handling students' anxiety cannot be underestimated. For those reasons, this research paper seeks to factors that cause students feel anxiety in speaking English and how CL type TPS helps students overcome their anxiety in speaking English to answer following questions:

What factors that cause students to feel anxious in speaking English?

In what ways Cooperative Learning with Think-Pair-Share type helps students overcome their anxiety in speaking English?

METODE PENELITIAN

The author used a qualitative approach with a case study design in this study because he is interested in researching participant in detail and previous researchers used same design in the similar field. In this study the participant was six students who took regular program in period 2021 focused on speaking class. Study place is located in Cirebon Exactly English Language Foundation as an English Course Institute.

The data that were obtained from sources using three tools or instruments, they are observation, interview, and questionnaire. Observation is to introduce TPS operation based on explanation above and to display sign of students' anxiety, while interview is to ask about factors that cause students feel anxiety where it is done using students first language with the aim breaking limitation in order to get natural results, and questionnaire to ask about two speaking aspects that are suppressed by TPS where author decided open questions in order to participant answer appropriated with their heart.

HASIL DAN PEMBAHASAN

The Result of Observation

Based on observation, it is found that all students comprehend implementing the process of Think-Pair-Share well. They obey teacher' instruction like gathering with the assigned partner, trying to understand reading text that has been given, discussing with the partner about questions asked by teacher or other students, and trying to present the answers that have been obtained from the discussion.

The following result of observation of implementing process of TPS as follows:

Subject	Pointer	Yes	No
Pre Activity (Teacher)	Teacher divides students into each group consists of two members	√	
	Teacher decides a topic to be discussed on a reading text	√	
	Teacher divides reading text into each group	√	
Pre Activity (students)	Students pay attention to teacher's instruction	√	
	Students read reading text	√	
Main Activity (Students)	Students start to find and understand several problems on the text (THINK)	√	
	Students discuss with their each group to get the answer from the problem (PAIR)	√	

	Students share their found answer to their group	√	
Main Activity (Teacher)	Teacher asks students' delegation of each group to show the answer in front of class	√	
	Teacher gives the example how to answer the problem and how to speak confidently	√	
	Teacher asks students to speak confidently and ignore pronunciation and grammar	√	
Main Activity (Students)	Students are asked to deliver the problems and the answer or the solutions	√	
	Students give motivation to their performed friend	√	
	Students give a response to performed students by show their own answer	√	
Post Activity	Teacher expands each performed student	√	
	Teacher gives time to students to ask unclear answer	√	
	teacher asks students to ask unclear answer honestly	√	
	Teacher responds students' question of unclear answer	√	
	Teacher decides the correct and logic answer	√	
	Teacher ends discussion and closes the class	√	

The result of observation of obtaining signs of anxiety as follows:

Factors Contribute to Anxiety	Sign
Teacher's Personality (AF-TP)	-
Speaking in front of class (AF-TSIC)	Avoidance; lack of eye contact, pretend by reading book or writing note
Incomprehensible input (AF-TII)	Confusing; asking similar question repeatedly, chatting with other, showing carelessness
Ridiculed by peers (AF-SRP)	Physical; lose focus, fidgeting, low voice, squirming, stammering, shuttering, jittering, laughing to cover anxious
Beliefs of Language Learning (AF-SNB), Low self-esteem (AF- SNB-SLS), English is Difficult (AF-SNB-DF)	Saying give up, showing carelessness, flagging face, fall down
Lack of Preparation (AF-SLP)	Bringing many books, focus on gadget, often reading book

Based on result of observation above, both teacher and students comprehend what author intended. They had done the process steps of TPS. From dividing students into a group consists of two students until teacher ends discussion and closes class all do the best without going through a single process. While signs of anxiety that were obtained categorized into six parts. Each part had own sign except teacher' personality.

Result of Interviews

Interview guidelines were given to participants and teacher. Interview questions that were given to students contain questions regarding factors that cause them felt anxiety while interview guidelines for teacher is to confirm regarding two speaking aspect emphasized by TPS. Display of result of interview guidelines for teacher will be shown together with questionnaire result.

The following result of interview with participants regarding factors caused them felt anxiety and the sign of students' anxiety as follows:

Interviewee	Participants' answers/factors contribute to Anxiety (AF), internal factors
1 st interview	Learning speaking is difficult if there is no preparation (AF-SNB-SDF), I am always provoked to talk using local language (AF-SRP), being laugh, it makes loss focus what should to say (AF-SRP), yes because they look paying attention (AF-SNB-SLS), Peers make noise (AF-SRP), lacks of vocabulary (AF-SLP)
2 nd interview	Learning speaking is difficult if don't understand the basic, (AF-SNB-SDF), peers call me wibu (AF-SRP), peers said "iya bener jeh" while laughing when I pronounce incorrect (AF-SRP), peers laugh to me if I make mistake (AF-SRP) yes because my friend often practice (AF-SNB-SLS), often forgetting vocabulary and how pronounce the word (AF-SLP)
3 rd interview	Learning speaking is easy if we practice everyday everywhere (AF-SNB-SLS), peers laugh loudly then ridicule me (AF-SRP), I think only one of my friends speak better than me(AF-SNB-SLS), peer always call my name when I speak forward (AF-SRP), don't know the meaning because lack of vocabulary (AF-SLP)
4 th interview	Learning speaking easy to understand, but difficult to practice (AF-SNB-SDF), peers ridiculed me when I ask (AF-SRP), peers hide my pen (AF-SRP), peers will laugh loudly (AF-SRP) yes, I feel there are my friends speak better (AF-SNB-SLS), when I want to answer the question afraid do wrong grammar or pronunciation (AF-SNB-SLS)
5 th interview	Learning speaking is not difficult (AF-SNB-SDF), when I was asked I usually can't answer (AF-SNB-SDF), peers make a noise (AF-SRP), peers will laugh (AF-SRP) I think all my friends are same as me (AF-SNB-SLS), when I want to share my opinion afraid do wrong the grammar (AF-SNB-SLS)
6 th interview	Learning speaking is difficult (AF-SNB-SDF), often don't know what is discussed (AF-SNB-SLS), peers mention my name repeatedly (AF-SRP), peers will laugh (AF-SRP) not only feel, but witness (AF-SNB-SLS), when speaking examination sometime I lose my word (AF-SNB-SDF)

Interviewee	Participants' answers/factors contribute to Anxiety (AF), External factors
1 st interview	Too fast and incomprehensible (AF-TII), I understand material just little bit (AF-TII), teacher is friendly but difficult to talk with her(AF-TP), my heart gurgle quickly (AF-TSIC), speaking has many materials that difficult to be comprehended (AF-SLP), can you slow your explanation please?(AF-TII)
2 nd interview	Too fast and unclear explanation (AF-TII), I can't gain material goal anyway (AF-TII), teacher is kind but bored (AF-TP), I feel nervous (AF-TSIC), there are speaking materials that are not appropriated with my expectation (AF-SNB-SLS), can you repeat your explanation? (AF-TII)
3 rd interview	Too many unclear talk (AF-TII), I only understand few materials explained (AF-TII), good and annoyed teacher (AF-TP), I never this atmosphere, so my leg and hand feel tremor (AF-TSIC), speaking materials are difficult because I can't catch them (AF-SLP), can material is made easy? (AF-SNB-DF)
4 th interview	She explains too fast and what she explains different with material (AF-TII), I can't get the meaning (AF-TII), teacher always pays attention to me but she less firmness(AF-TP), of course I feel tremor in my all body (AF-TSIC), many speaking material is easy but difficult to practice with friends (AF-SNB-DF), when is it finished? (AF-TMS)
5 th interview	She explain not too fast and not too slow only unclear explanation because of less voice (AF-TII), I understand the goal (AF-SNB-DF), kind and friendly teacher (AF-TP, my leg and hand are shocked (AF-TSIC), the speaking materials is not difficult but I sometimes don't understand (AF-SNB-DF), when is this class end? (AF-TMS)
6 th interview	Same as a teacher in my school (AF-TII), I understand the goal rarely (AF-SNB-DF), always make joke but creepy (AF-TP), my body unstoppable convulsive (AF-TSIC), speaking material is not simple but sometimes easy to understand (AF-SNB-DF), can you add new vocabulary for this lesson? (AF-SLP)

Based on results of interview above, it was found that factors that caused anxiety to students were categorized into two parts. First part is factors came from students, which contained students' negative belief of speaking English learning, namely English is difficult. Then they experienced low esteem, ridiculed by peers, and lack of preparation. While second factors that came from teacher consisted of incomprehensible input, teacher's personality, and teacher's instruction to speak in front of class.

Result of Questionnaire (Open Question)

Questionnaires were given to students as participants only. Based on result open questionnaire, it was found that emphasized two speaking aspects had various responses from both students and teacher. First emphasized aspect, namely self-confidence obtained positive responses from students and teacher because students had found how to be confidence when speaking English in front of class. Furthermore, another emphasized aspect, it was fluency, obtained one positive response from students, while other students an speaking tutor/teacher gave casual appreciation.

To empower questionnaire report, the author will display interview section with the speaking teacher as follows:

Teacher's Statement

No.	Questions	Responses
1	How is students' condition in speaking class	They make noise for small talk not discussion
2	When do students enjoy atmosphere of speaking class?	When teacher is explaining material
3	How do students enjoy speaking class?	Eating snack, drinking ice, and sleeping
4	Do students experience problems in their speaking?	They feel nervous, lack of preparation, these make students do not feel confidence and stammering

SIMPULAN

Based on the result and discussion about the implementation of cooperative learning type think-pair-share in overcoming student's anxiety in speaking English at English Language Foundation through analysis of observation, interview, and questionnaire data, it can be concluded that:

This research is aimed to know what factors contributing to students' anxiety and in what ways cooperative learning type think-pair-share helps students overcome their anxiety in speaking English. The research was conducted by using case study design with qualitative approach with three steps, they are observation, interview, and questionnaire. The research subject was six students that took regular program.

Based on data taken from observation, interview, and questionnaire, it was found that factors contributing to students' anxiety is divided into two categories, the first is factors stem from students own self, such as lack of preparation, their negative beliefs about foreign language learning especially English language, ridiculed by peers, and low self-esteem, and secondly factors stem from teacher, like teacher's personality, unclear explanation, and teacher's instruction to speak in front of the class. Then way of cooperative learning type think-pair-share help students overcome their anxiety in speaking English through two emphasized aspects, the first is self-confidence, by cooperative learning type think-pair-share as assistance, all students found their own methods to handle their anxiety. Furthermore, the second emphasized aspect is fluency, in this case students aware that they have many problems like forgetting vocabulary, thinking too much about grammar, and confusing pronunciation when speak in front of the class and they have tried to overcome them. However, as long as they have the desire to improve, they will become the good speakers in the future.

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