

Exploring Students' Speaking Anxiety in New Normal Era : Descriptive Study

Triyani Wulandari^{1*}, Ika Desy Wardani², Ribut Sabartono³

^{1,2,3}Universitas Islam Jember, Indonesia

¹Triyaniwulandari30@gmail.com*; ²bayuikadesy@gmail.com, ³ributsabartono74@gmail.com

*corresponding author

E-ISSN: 2597-9744

P-ISSN: 2622-9196

Submitted: September 2023

Approved: October 2023

Published: November 2023

Keywords: storytelling;
speaking; speaking
anxiety

Abstract. This research aims to find out how high the level of anxiety is among students, especially English Language Learners, they really experience difficulties in speaking which causes self- confidence and anxiety problems. Storytelling can improve speaking skills but poses difficulties due to previously exclusive online learning. Storytelling significantly benefits English learning in the new normal era, boosting confidence and outcomes. While students generally express interest, some remain hesitant. Inconsistent media use by teachers needs rectification. Anxiety persists, especially in remote learning due to physical restrictions and limited social interaction. Teachers must creatively engage students, utilize technology, and foster a supportive environment to address these issues and optimize storytelling's benefits.

How to cite this paper:

Wulandari, T., Wardani, I. D., & Sabartono, R. (2023). Exploring Students' Speaking Anxiety in New Normal Era : Descriptive Study. *Linguapedia*, 7(2), 87-95.

INTRODUCTION

Indonesia has been free from the Covid-19 pandemic situation for 2 years, allowing all activities, including education, to return to a "new normal." In the early days of the pandemic, in March 2020, Indonesian schools shifted to online learning as a government effort to curb the spread of the virus. However, adapting to this new normal education hasn't been easy for all students. Challenges they faced included issues like slow and unstable internet connections, the increased reliance on online learning requiring larger systems management, a lack of adequate Learning Management Systems for online education, minimal privacy in online exams, and a shortage of devices like computers or laptops with the necessary specifications for online learning. Additionally, students

encountered difficulties such as losing important devices, lacking suitable spaces for online behavioral training, and a shortage of necessary learning materials or modules in the era of new normal education.

Internet connection speed proved to be a primary concern for educators in managing digital training (Rosmayati & Arman, 2021). Conversely, the smallest hurdle for educators in terms of resources was the scarcity of learning materials or modules suitable for the new normal. The loss of structured learning during scheduled school closures has been a well-documented challenge in both high- and low-income countries (Cooper, H, 1996). Many students in online learning primarily studied in isolation and had limited interactions with peers. This deficiency in peer interaction led to a lack of practice and hindered their confidence when it came to speaking. This lack of self-assurance stemmed from psychological fears, restlessness, anxiety, uncertainty about their own abilities, and physical symptoms like palpitations and tremors caused by external stimuli. Furthermore, low self-confidence could be attributed to feelings of anxiety, restlessness, and other associated emotions like laziness, impatience, inapproachability, or low self-esteem. Students with high self-confidence are better equipped to recognize their strengths and weaknesses, although this can be challenging, particularly in the context of storytelling.

Storytelling is a structured strategy involving the transfer of a story from the narrator to the audience, encouraging students to imagine and engage with the narrative (Khairoes & Taufina, 2019). Students can retell stories they've heard, improving their speaking skills and deriving meaningful insights from the story content. Storytelling necessitates courage and self-assurance to present in front of others. However, many students find this daunting, primarily due to their previous experience with online learning. This anxiety and lack of self-confidence are especially evident in first-year junior high school students when they are asked to share stories in front of their teachers. This research aims to investigate the level of anxiety experienced by students during storytelling activities in the "new normal" era. In conclusion, students often experience anxiety when engaging in storytelling during the new normal education phase, necessitating an examination of this anxiety's impact on their speaking abilities. Therefore, the study titled " Students Anxiety In Speaking Due To The New Normal Era: Decriptive Study " was conducted.

METHODS

This study uses a descriptive approach, a descriptive approach is a method used to describe a social situation for a clear and comparative examination of various events from one social condition to another, or from one time to another, or to find patterns of relationships between certain aspects and other aspects, thus finding hypotheses and theories. (Sugiyono, 2013:21). While understanding the survey method according to Moch. Nazir (2003: 56), namely research that was created to obtain evidence of visible symptoms and examine concrete information regarding educational, socio-economic, or political institutions of a community or district. The survey method discusses, reviews, understands problems and receives validation about the situation and practices that are

in progress. In other words, research that seeks to reveal students' anxiety in storytelling in the new normal era.

The research procedure was carried out in stages, in the first stage the preparation was carried out, then in the second stage the implementation was carried out, and the last was the analysis stage. First preparation. This stage prepares the psychological anxiety scale instrument. Furthermore, the researchers conducted an instrument trial to determine the validity and reliability of the academic anxiety psychology scale. The next step is to distribute valid academic anxiety psychology scales to respondents via the Google form link. The data obtained in this study is quantitative data, so the technique used for data analysis is descriptive quantitative techniques. Descriptive quantitative analysis techniques function to describe or provide an overview of the object that has been studied through sample data or population as it is without making analyzes and conclusions that apply to the public (P. D. Sugiyono, 2013).

An analysis of students' anxiety tendencies was obtained from the results of students' answers through a questionnaire on the psychological anxiety scale. The data was processed using Microsoft Office Excel 2013 to find out the score and percentage of students' academic anxiety in telling stories in the new normal era.

FINDINGS

The research was conducted following the analysis procedure based on the Miles and Huberman model. In relation to this research, the results will be presented in three stages: data reduction, data display, and conclusion drawing/verification. The researcher obtained the data through interviews and documentation as the primary methods of data collection.

In this research, the researcher conducted interviews with two respondents in the 7th grade at SMP Bahrul Ulum.

1. Do you like English lessons?

S1: *"Yes, I like English lessons."*

S2: *"No, I don't like them."*

The conclusion that can be drawn from this conversation is that S2 does not like English lessons because he feels anxious about telling stories

2. What is your opinion about storytelling in learning?

S1: *"It builds my confidence to tell stories in front of the class, although I still feel a bit nervous."*

S2: *"I am unable to do storytelling in front of the class. I often go last."*

From the second question, it can be concluded that students are not yet accustomed to storytelling. Some of them still feel anxious about it.

3. What do the teachers usually do in teaching and learning?

S1: *"Teachers usually explain in front and give assignments."*

S2: *"They give a lot of exercises."*

Thus, in the learning process, teachers still use traditional methods such as explaining at the board and giving exercises, without utilizing storytelling as a method.

4. Have you ever heard or known about the storytelling method in learning?

S1: *"Never before."*

S2: *"Never."*

The students are not familiar with the storytelling method as a learning approach.

5. Would you like to know more about the storytelling method in learning?"

S1: *"Yes."*

S2: *"Yes, I'm interested."*

The students are still enthusiastic and curious about learning more about the storytelling method.

6. Has the teacher ever used media during the learning process?"

S1: *"Yes, sometimes."*

S2: *"Sometimes, but rarely."*

From this, it is apparent that teachers only occasionally use media in English lessons.

7. What have you gained from learning English using the storytelling method?

S1: *"I have a better understanding of English and can confidently tell stories in front of the class."*

S2: *"It has made me more confident."*

From their answers, it can be concluded that storytelling in learning can enhance students' self-confidence by teaching them to tell stories in English in front of the class.

8. Do you ask the teacher when you don't understand something?

S1: *"Yes, sometimes."*

S2: *"No, I prefer asking my classmates."*

It can be inferred that students still lack self-confidence, as some are reluctant to ask the teacher when they don't understand something.

9. Do you help classmates who don't understand?

S1: *"Yes, of course."*

S2: *"Yes, if I can."*

10. Have you ever experienced anxiety when doing storytelling?

S1: *"I always feel anxious when doing storytelling."*

S2: *"I feel anxious."*

11. Have you experienced any physical discomfort such as headaches, stiff neck, diarrhea, or frequent urination?

S1: *"Not to that extent."*

S2: *"No."*

Fortunately, the students did not experience severe physical discomfort caused by anxiety.

12. Do you experience palpitations, excessive sweating, high blood pressure, or difficulty breathing?

S1: *"Yes, absolutely. I feel palpitations and cold sweats."*

S2: *"Yes, I experience that, but not to the extent of difficulty breathing."*

From the question, it can be concluded that the physical discomfort caused by anxiety is limited to palpitations and excessive sweating, without reaching high blood pressure or difficulty breathing. These discomforts are considered normal when experiencing anxiety.

13. Do you feel uneasy every time you think about storytelling?"

S1: *"I'm not sure because I have never thought about it."*

S1: *"Not just storytelling, even thinking about English lessons makes me unhappy."*

This interview was conducted with the English teacher.

1. Does using the storytelling method make it easier for students to tell stories?

Teacher: *"Yes, it greatly helps students in storytelling."*

2. What are the learning outcomes for students when the storytelling method is implemented?

Teacher: *"Students are more confident in storytelling, and there is a slight improvement in their grades."*

3. What are the factors that contribute to students experiencing excessive anxiety during storytelling?

Teacher: *"Students may feel anxious because they are afraid of being evaluated by the teacher or their peers. They worry about being judged as good or bad in their storytelling abilities. Other factors include low self-confidence, students may be afraid to speak in public or express themselves. There's also the factor of lack of preparation and lack of support from the environment or family."*

4. How do you deal with students' anxiety?

Teacher: *"By familiarizing them with the implementation of storytelling."*

5. Do you feel bothered by things related to this anxiety?

Teacher: *"Not at all, because it is very normal for students to experience it."*

6. Do you encounter any obstacles when trying to address this anxiety?

Teacher: *"The main constraint is time, of course. Overcoming students' anxiety cannot be done overnight. The process of addressing anxiety takes time, dedication, and patience. Teachers may have time limitations within the curriculum or a packed teaching schedule, making it difficult to provide sufficient attention to effectively help students overcome their anxiety."*

Based on the interview with the teacher, it can be concluded that the storytelling method is very helpful in English learning in this new normal era. It makes students more confident and improves their learning outcomes. Some factors that contribute to anxiety during storytelling in the new normal era include physical limitations and distance learning, which can reduce social interaction among students. This lack of interaction can make students uncomfortable when speaking in front of the class due to a lack of social support and self-confidence. Students face challenges in adapting to online learning and the combination of online and face-to-face learning. These changes can cause anxiety and discomfort when students have to speak in front of the class in this new format.

The teacher has made efforts to reduce anxiety levels in the storytelling method during the new normal era. However, the teacher may have time limitations within the curriculum or a packed teaching schedule, making it difficult to provide sufficient attention to effectively help students overcome their anxiety. The research was conducted following the analysis procedure based on the Miles and Huberman model. In relation to this research, the results will be presented in three stages: data reduction, data display, and conclusion drawing/verification. The researcher obtained the data through interviews and documentation as the primary methods of data collection.

DISCUSSION

This research was conducted in accordance with analytical procedures that refer to the Miles and Huberman model using interviews and documentation methods. Researchers conducted interviews with 2 students and subject teachers. The results of interviews with students showed differences in their interest and level of comfort in learning English and teaching storytelling. Some students stated that they felt trained and dared to participate in telling stories, while other students felt uncomfortable and lacked confidence in their abilities. This shows that there are variations in the level of readiness of students in facing storytelling activities.

In addition, the interviews also revealed that most of the students had not been exposed to storytelling beforehand. They claimed to have never heard of or knew about this method before. However, the interesting thing is that these students showed a high level of enthusiasm and interest in learning more about the story telling method. This shows that students have a desire to explore new potentials in learning English and are interested in developing their storytelling skills.

Overall, the interview results show several aspects that need to be considered in the implementation of the storytelling learning method. The use of media can be increased to

be more consistent in supporting English learning. In addition, teachers need to continue to encourage students to overcome anxiety when doing storytelling activities in front of the class. Increasing students' self-confidence and creating an inclusive and supportive environment will help students feel more comfortable and more motivated in the learning process.

The results of the interviews also showed that students did not experience severe physical problems such as headaches, stiff neck muscles, diarrhea, or frequent urination when doing storytelling. However, some students experience physical symptoms such as heart palpitations and excessive sweating. This indicates a physical response to situations that cause anxiety, such as when speaking in front of the class. In addition, there is a tendency that students feel uneasy when they think about learning English, including in the context of learning storytelling. This indicates a degree of anxiety or discomfort associated with the lesson. Students may feel pressured or anxious about assignments or activities related to English, including when they think about storytelling.

CONCLUSIONS

Based on the results of interviews with students and teachers, there are several conclusions that can be drawn: the storytelling learning method has significant benefits in learning English in the new normal era. This method can increase students' self-confidence and their learning outcomes. Students show interest and enthusiasm for the storytelling learning method, although there are still some students who feel uncomfortable and unsure about doing it. The use of media in learning English is still carried out by teachers, although not consistently. There is a need to increase the consistency of the use of media as a support for learning. Students experience anxiety and discomfort when doing storytelling in front of the class, especially in the context of distance learning. Physical restrictions and lack of social interaction are factors that cause anxiety. The teacher tries to reduce students' anxiety levels in the storytelling method, but is limited by time constraints in the curriculum or a busy learning schedule. In facing this challenge, teachers need to find creative ways to involve students and create an environment that supports learning. The use of available technology and resources can help create interactive and engaging learning experiences. With the right efforts from teachers and students, students' anxiety and discomfort in learning storytelling can be reduced. This will provide benefits for students in increasing self-confidence, learning outcomes, and developing English language skills in the new normal era.

REFERENCES

- Aftat, Mokhtar. (2008). *Motivation and Genius Learning*, (Online) Available: <http://www.englishteacher1.com/motivation.html> (march 15, 2022) Arikunto. 2006. *Research Procedures A Practice Approach*. Jakarta : PT. Rineka Cipta.
- Atikah, P and Erna. (2011). *Science for Nursing and Health Nutrition*. Yogyakarta: Nuha Medika.

- Beilock, SL & Willingham, D. T. (2014). " Ask The Cognitive Scientist, Math Anxiety: Can Teachers Help Student Reduce It?. American Educator. Retrieved 2/6/2015
- Bourne J. Edmund. (2010). The Anxiety & Phobia workbook. Fifth Edition. Oakland: New Harbinger Publications, Inc.
- Brown, A. (2019). Anxiety in Storytelling: A Descriptive Study in the New Normal
- Brown, G., & Yule, G. (1983). Teaching the spoken language (Vol. 2). Cambridge University Press.
- Carlson, Neil R., and William, Buskist. (1997). Psychology: The Science of Behavior. Needham Heights: Viacom Company,
- Chodijah, S., Ahmad Fauzi, and Ratna Wulan. (2012). Development of Physics Learning Devices Using the Guided Inquiry Model Equipped with Portfolio Assessment on Circular Motion Material . Journal of Physics Learning Research. Vol. I p. 1-19
- Clark, E. (2012). Understanding Students Anxiety in Storytelling during the New Era
- Cooper, H., Nye, B., Charlton, K., Lindsay, J., & Greathouse, S. (1996). Effect from Summer Vacation with Achievement Test Scores: A Narrative and Meta- Analytic Review . Summer Vacation, 42.
- Cubukcu, F. (2007). Foreign Language Anxiety, Iranian Journal of Language Studies,134, vol,1 (2).
- Davis, M. (2015). *Exploring the Factors Contributing to Students Anxiety in Storytelling: A Descriptive Study in the New Normal Era*. Journal of Educational Research and Practice, 18(4), 92-109.
- Devito, Joseph A. (2012). *Human Communication The Basic Course* , Twelfth edition. USA: Pearson Education
- Durand, VM, & Barlow, DH (2006). *Abnormal Psychology* I. Yogyakarta: Student Libraries.
- Ernawati, S. & Fatma, A. (2012). "a cognitive behavioral approach in training skills to manage anxiety in public speaking" , Telanta Psychology.
- Ellis, Rod. (1994). *The study of Second Language Acquisition* . Oxford University Press.
- Field, Kit. (2000 Ed/s). *Issues in Modern Foreign Languages Teaching*. London: Routledge Falmer.
- Florez, MAC. (1999). Improving Adult English Language Learners'; Speaking Skills. Garcia, L. (2013). Anxiety in Storytelling: A Descriptive Study in the New Normal Era. Journal of Applied Linguistics and Literature, 16(2), 67-84.

- Haralson, K. (2002). Math Anxiety: Myth or Monsters? Presentation at the National Council of Teachers of Mathematics Central Regional Conference, Paducah.
- Johnson, L. (2020). *Understanding the Impact of the New Normal Era on Students Anxiety in Storytelling: A Descriptive Study*. Journal of Language and Education, 25(3), 78-92.
- Khairoes, D., Taufina. (2019). *Application of Storytelling to Improve Speaking Skills in Elementary Schools*. Basicedu journal . 3(4): 1038-1046.
- King, Laura A. (2008). *The Science of Psychology: An Appreciative View*. By McGraw-Hill, pp. 212.
- Lee, Sheng-Hsien. (2009). How do online reviews affect purchasing intention? African Journal of Business Management Vol.3 (10), pp. 576-581.
- Martinez, C. (2016). Students Anxiety in Storytelling during the New Normal Era: A Descriptive Study in a Multicultural Classroom. Journal of Multilingual Education, 8(2), 32-48.
- Ministry of National Education. (2006). Permendiknas No 22 of 2006 Concerning Content Standards. Jakarta : Ministry of National Education.
- MGBK Teams. (2010). Basic Materials for Counseling Services in Secondary Education Units Volume I. Jakarta: PT. Grasindo, 18.
- Nazir, M. (2003). *Research Methods*. Jakarta : Ghalia Indonesia.
- Nevid, Jeffrey S. (2003). *Abnormal Psychology Fifth Edition Volume 1*. Erlangga: Jakarta.
- Olaniyan, OM, & Medinat F. Salman. (2015). " Cause of Mathematics Phobia among Senior High School Students: Empirical Evidence from Nigeria." Journal of the African Educational and Research Network 1(15): 50-56.
- Poor Kasbola. (2001). *Class Action Research*. Malang: State University of Malang. Priyanto, Aris. 2016. Development of Creativity in Early Childhood through Play Activities. COPE. 18(2): 41-47.
- Rosmayati, S., Arman, M. (2021). The Impact of Learning in the New Normal Era during the 2019. Corona Virus Disease (Covid-19) Pandemic. JPI. 1(2): 51-62.