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Exploring Emotion, Effectiveness, and Multilingualism

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1	Teacher Professional Development in the Digital	4 JP
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UNIVERSITAS MUHAMMADIYAH PROF.DR.HAMKA
JAKARTA, INDONESIA

A STUDY OF COOPERATIVE LEARNING STAD IN REDUCING EFL STUDENTS' SPEAKING ANXIETY

Alifia Savira[1]; Tri Setyaningsih[2]; Burhayani[3]

alifiasvr25@gmail.com; tri_setyaningsih@uhamka.ac.id; burhayani.hamka@gmail.com

University of Muhammadiyah Prof. Dr. Hamka, Indonesia

ABSTRACT

Recognizing the presence of Foreign Language Speaking Anxiety (FLSA), numerous educators have endeavoured to implement various strategies to mitigate this challenge. Student Team Achievement divisions (STAD) is one of cooperative learning strategies that requires small groups of students with various levels of competence to collaborate and achieve a common learning objective. This study aims to find out what factors causing Foreign Language Speaking Anxiety in EFL classrooms and describe how Cooperative Learning STAD reduce EFL' students speaking anxiety. This study is a mixed method research which combines qualitative and quantitative data through three-day-reflective observation checklists and closed-ended questionnaire. The main participants in this study were students of eleven grade Accountant student 2 at Vocational High school in Jakarta with the total of 37 students. The result of this study showed that students experienced anxiety due to various factors including interpersonal, personal anxiety, beliefs about learning a foreign language, fear of mistakes, and language exams. It should be noted, using STAD, which includes teaching, team study, testing, and recognition, helped students to improve their understanding, speaking skills, and confidence. Thus, this study concluded that Cooperative Learning STAD significantly reduced students' speaking anxiety.

Keywords: Cooperative Learning STAD, FLSA, EFL, Speaking Anxiety

INTRODUCTION

Indonesia as a non-English-speaking country has considered English as foreign language (EFL). It means that the students learn English as a compulsory subject since secondary school to university level. Moreover, Utami and Anggia (2016) said that among the four English skills, Indonesian students normally encounter some speaking difficulties in terms of sound production, idea organization and meaningful sentences.

The statement above is the reason why Indonesian students often feel anxious when learning English, especially in speaking. Pale Mon (2019) has assumed that students easily lose their words when they feel unconfident in speaking. With that insecurity feeling, it makes them difficult to participate in class.

In addition, Atas (2015) describes that students are experiencing a common anxiety symptom when speaking in front of their peers; they feel shy, hesitate to speak and are scared of making

mistakes. This case is called FLSA (Foreign Language Speaking Anxiety, a condition where students are anxious and cannot speak. Having been aware of the existence of the FLSA phenomenon, many teachers have tried to apply some strategies to overcome this issue in order to reduce student speaking anxiety, one of them is using Cooperative Learning. As Macpherson said in Wattanawongwan, Smith, and Vannest (2021), a sequence of teaching and learning methods that provides students an opportunity to train their skills and collaborate with others in order to achieve one specific aim, is known as Cooperative Learning. In short, teachers believe that cooperative learning offers students opportunities to collaborate one to another and helps them in reducing their anxiety.

Furthermore, as reported by Zhang, Nair, and Wider (2022), Slavin in 1978 suggested the Student Team Achievement Division (STAD) method in cooperative learning as an effective solution since it proposes heterogeneous learning groups. This method is effective to enhance students' speaking skill in English learning. In brief, STAD is one of the various cooperative learning strategies where students are assigned to work together in understanding material and it helps them to improve their speaking skill.

All statements above are also supported by the experience that the writer has done as a pre-service teacher. The writer realized that the class atmosphere became tighten and the students started to worry and look anxious when it came to speaking activities.

one of the studies was held by Pale Mon (2019) entitled Alleviating Students' Foreign Language Speaking Anxiety through Cooperative Learning. The findings revealed that numerous students felt anxious and so nervous when came forward to speak English because they were afraid if they made a lot of mistakes. After applying cooperative learning approach, students were enthusiasm to participate in language practice.

Ghodbane and Hamzaoui El Achachi (2019) in their study, Narrowing the Achievement Gap between EFL Students in Oral Expression through Cooperative Learning showed learning tools such as STAD and Jigsaw assist low-achieving students in participating in activities and appreciating their contributions to the group. The statement has further strengthened from the result that Cooperative learning is beneficial in reducing student alienation and in solving a variety of social obstacles that disrupt the learning environment, such as social comparisons, anti-social attitudes, and a lack of support seeing and transfer of learning between students.

In Indonesia Aulia, Lengkanawati, and Rodliyah (2020) had done a qualitative study entitled The Use of Pair Work to Reduce Speaking Anxiety in an EFL Classroom. The study was conducted in a junior high school in Bandung and the students confessed that they were terrified of making mistakes when studying English because of the difficulty of pronouncing English words. After implementing pair work to the class, all students confessed that they had their speaking anxiety lower.

Generally, speaking is the process of expressing thoughts into words involving with someone's apprehension, opinions, and emotions in order for others to express the significance or purpose of the language that is used. Students are commonly feeling anxious in speaking activities; since, they are often afraid of making mistakes in pronouncing and speaking English words. Cooperative learning, specifically, the Student Teams Achievement Divisions (STAD) technique, is a teaching strategy that encourages student participation and teamwork.

The objective of this study is to find out what factors cause Foreign Language Speaking Anxiety in EFL classrooms and describe how Cooperative Learning reduce EFL' students speaking anxiety.

METHOD

This study applied a mixed-method approach, where quantitative and qualitative data were collected concurrently. As defined by Creswell (2009) , a mixed-method study combines both quantitative and qualitative study strengths (Stadtländer 2009). This study involved 37 accountant students in the eleventh-grade students of Vocational High School Jakarta in academic year of 2023-2024.

To get reliable data, the writer collected the data by doing observation and close-ended Questionnaire. Observation methods were done by writer to observe the student. There are three meetings to view students' behavior when learning English with Cooperative Learning STAD and events as it happens in speaking. After observing the use of the STAD method in learning speaking activities, Close-Ended Questionnaire were distributed to know about student' speaking anxiety in classroom and their opinion about Cooperative Learning STAD.

FINDINGS AND DISCUSSION

The following is an overview of the percentages of responses related to speaking anxiety factors among students.

Table 4. 1: The Overall of Speaking Anxiety Factors' Percentages

No	Statements	Response				
		SA	A	N	D	SD
1	I never feel quite sure of myself when I am speaking in English class.	1 (2.9%)	15 (42.9%)	14 (40%)	4 (11.9%)	1 (2.9%)
2	I don't worry about making mistakes in speaking English.	0	8 (22.9%)	13 (37,1%)	10 (28.6%)	4 (11.4%)
3	I tremble when I know that I'm going to be asked to speak in English class.	0	7 (20%)	18 (51.4%)	6 (17.1%)	4 (11.4%)
4	It frightens me when I don't understand what the teacher is saying in the English Class.	1 (2.9%)	15 (42.9%)	10 (28.6%)	6 (17.1%)	3 (8.6%)

5	I keep thinking that the other students are better at English than I am.	2 (5.7%)	11 (31.4%)	10 (28.6%)	6 (17.1%)	6 (17.1%)

6	I am usually at ease during tests in English class.	4 (11.4%)	3 (8.6%)	25 (71.4%)	3 (8.6%)	0
7	I start to panic when I have to speak without preparation in English class.	5 (14.3%)	10 (28.6%)	14 (40%)	4 (11.4%)	2 (5.7%)
8	In English class, I can get so nervous I forget things I know.	2 (5.7%)	10 (28.6%)	11 (31.4%)	10 (28.6%)	2 (5.7%)
9	It embarrasses me to volunteer answers in English class.	3 (8.6%)	3 (8.6%)	21 (60.0%)	9 (25.7%)	2 (5.7)
10	Even if I am well prepared for English class, I feel anxious.	0	13 (37.1%)	11 (31.4%)	6 (17.1%)	5 (14.3%)
11	I feel confident when I speak in English language class.	2 (5.7%)	4 (11.4%)	24 (68.6%)	5 (14.3%)	0

12	I am afraid that my English teacher is ready to correct every mistake.	1 (2.9%)	1 (2.9%)	18 (51.4%)	11 (31.4%)	4 (11.4%)
13	I can feel my heart pounding when I'm going to be called on in English class.	2 (5.7%)	10 (28.6%)	13 (37.1%)	6 (17.1%)	4 (11.4%)
14	I feel very self-conscious about speaking English in front of other students.	4 (11.4%)	11 (31.4%)	17 (48.6%)	3 (8.6%)	0
15	I get nervous and confused when I am speaking in English class.	3 (8.6%)	10 (28.6%)	15 (42.9%)	5 (14.3%)	2 (5.7%)
16	I get nervous when I don't understand every word the English teacher says.	1 (2.9%)	13 (37.1%)	14 (40%)	5 (14.3%)	2 (5.7%)
17	I am afraid that the other students will laugh at me when I speak English	2 (5.7%)	14 (40%)	12 (34.3%)	4 (11.4%)	3 (8.6%)

On the basis of Naser Oteir and Nijr Al-Otaibi (2019) & Tanveer (2007) theories, the writer found out that the causes of FLSA in EFL classroom fall into 4 aspects, which are; first, Interpersonal and Personal anxiety. **Table 4.1** showed that 42.9% of students agree with the

statement that they never feel quite sure of their self when speaking in English class. This data is supported by the writer's observation in the classroom **(OFN day 1).** The writer took a role as a teacher and often asked the student about the material but, it always took a long time to get the answer from the students. Moreover, in **item number 14,** 31.4% of students feel very self-conscious about speaking English in front of other students. This result is somehow similar to what the writer has found in the classroom
activities. Some students choose to remain silent during the discussions.

Second, learners' beliefs about learning a foreign language**.** Students' beliefs about their proficiency in English might have an important effect on their language learning path. In accordance to the preceding table (**table 4.1**), it revealed that 42.9% of the students are frightened when they did not understand what the teacher saying in English class. Based on the writer's observational field notes, the writer frequently uses English to help students familiar with English vocabulary. On the other hand, the students struggle to understand what the writer said.

Next, Fear of making mistakes and apprehension about other's evaluation. An average of 31.4% of the students **(item number 5)** keep thinking that the other are better in English due to their low self- confidence. The writer justified this item by the observation, as the writer tried to talk to the students or ask question related to the material, they always called other student's name who better in English. Furthermore, it reveals that **in item number 17**, 40% of the students agreed that they were afraid of being laughed at when they spoke English. This showed that getting laughed at or shamed by other students could have an impact on their ability to speak English. As the writer noticed in the classroom, when the writer ordered one of the students to answer a question, the peers began to gaze at each other and smile while staring at their friend who would answer the question. This could be why students will prefer staying silent instead of risk being mocked if they fail to answer the question or cannot pronouncing the English word correctly.

Last, language examination**.** Language tests can be challenging for students. This anxiousness can have an impact on their performance. Based on table presented previously, 37.1% of students in the classroom feel anxious even though they are well prepared for English class. This item proved valid by the writer's experience. Right after giving the students assignments, the writer will allow the students to discuss and practice speaking with their groupmates. However, when the writer asked them individually to sit for an oral test, a few of them still looked anxious. Due to the fact that they are frightened and apprehensive, certain students speak quietly.

Table 4. 2 The Overall of Cooperative Learning STAD's Percentages

No	Statements	Responses				
		SA	A	N	D	SD
1	Having classmates work in groups helps reduce my nervousness when speaking English.	7 (20.0%)	18 (51.4%)	8 (22.9%)	1 (2.9%)	1 (2.9%)

2	It helps reduce my nervousness to talk with other students about the fears in speaking English.	2 (5.7%)	17 (48.6%)	15 (42.9%)	1 (2.9%)	0
3	Participating in a supporting group or activity helps reduce my fears in speaking English.	3 (8.6%)	18 (51.4%)	11 (31.4%)	2 (5.7%)	1 (2.9%)
4	If accuracy is not the focus, I will not be so nervous about speaking English.	1 (2.9%)	9 (25.7%)	24 (68.6%)	1 (2.9%)	0
5	I do not feel so anxious when speaking English in a friendly environment.	4 (11.4%)	18 (51.4%)	12 (34.3%)	0	1 (2.9%)
6	Teachers' encouragement makes me feel relaxed when speaking English.	5 (14.3%)	15 (42.9%)	14 (40.0%)	1 (2.9%)	0
7	I feel relaxed about speaking English if I know that mistakes are part of the language learning process and made by everyone.	6 (17.1%)	18 (51.4%)	9 (25.7%)	1 (2.9%)	1 (2.9%)
8	I feel relieved about speaking English if my teacher corrects my mistakes indirectly (e.g. just repeat the right form instead of saying that I am wrong)	6 (17.1%)	15 (42.9%)	11 (31.4%)	1 (2.9%)	2 (5.7%)

Table 4.3 describes that 51.4% students agree that STAD helps reduce their nervousness when speaking English. Being a member of a group gives emotional support since students can support and motivate each other, this statement is in line with 51.4% of who agree that participating in a supporting group helps reduce their fears in speaking English. Meanwhile, 11.4% of students also strongly agree that they don't feel so anxious when speaking English in a friendly environment.

In STAD, teachers are responsible to provide feedback and encourage students both individual or teamwork. The feedback and encouragement have significance for the progress of the students. Based on data, it reveals that 42.9% students agree that teachers' encouragement makes them feel relaxed when speaking English. 18 students agree that they feel relaxed about speaking English if

they know that mistakes are part of the language learning process and made by everyone, along with 15 students agree and 6 students strongly agree that they feel relieved about speaking English if the teacher corrects their mistakes indirectly (just repeat the right form instead of saying that I am wrong).

In the final analysis, STAD's collaborative style, that encourages teamwork and peer support, reduces anxiety by sharing responsibilities and fostering a sense of being together among students. STAD blends supportive methods of teaching, peer interaction, practice, positive reinforcement, and an equal focus to individual and group assessments to effectively reduce speaking anxiety among students.

From the findings, the writer concluded that the factors of students' anxiety in speaking English are interpersonal and personal anxiety which receive (data quanty), learners' beliefs about learning a foreign language, fear of making mistakes and apprehension about other's evaluation and language examination. Moreover, the STAD activities that involve teach, team study, quiz, and recognition process has significantly encouraged students to improve their speaking skills; while, interacting in groups, students became less anxious because working with friends helped them feel more comfortable.

CONCLUSION

From the findings, the writer concluded that the factors of students' anxiety in speaking English are interpersonal and personal anxiety which receive (data quanty), learners' beliefs about learning a foreign language, fear of making mistakes and apprehension about other's evaluation and language examination. Moreover, the STAD activities that involve teach, team study, quiz, and recognition process has significantly encouraged students to improve their speaking skills; while, interacting in groups, students became less anxious because working with friends helped them feel more comfortable.

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