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CARE PRINCIPAL IMPLEMENTATION IN REDUCING STUDENTS' SPEAKING ANXIETY

Abstract

The aim of this study was to identify how the implementation of Classroom Management concepts can reduce student's speaking anxiety in vocational high school in Padang. The method used in this research is qualitative descriptive research that describe and explain a problem as it is. There are 9 English teachers as the subject of this study. This study used qualitative method by using questionnaire and observation as the instrument. The questionnaire of classroom management was developed based on the principle of classroom management such as Consistency, Awesomeness, Relationships, and Excellence (CARE). The result of this study where Consistency has 70% choose always, Awesomeness has 75% choose always, Relationship has 60% choose always score and Excellence has 50% choose always score. It means that almost all the English teachers always implementing the principle of classroom management during teaching and learning process. The data was support by the observation, the data showed that the teachers implemented the CARE principles and the students feel comfortable during learning process. By implementing the principle of classroom management, the students more confident to speak in front of the class.

Keywords: Speaking, Speaking Anxiety, Classroom Management, Principle

Abstrak

Tujuan dari penelitian ini adalah untuk mengidentifikasi bagaimana penerapan konsep Manajemen Kelas dapat mengurangi kecemasan berbicara siswa di sekolah menengah kejuruan di Padang. Metode yang digunakan dalam penelitian ini adalah penelitian deskriptif kualitatif yang menggambarkan dan menjelaskan suatu permasalahan apa adanya. Ada 9 guru bahasa Inggris yang menjadi subjek penelitian ini. Penelitian ini menggunakan metode kualitatif dengan menggunakan kuesioner dan observasi sebagai instrumennya. Kuesioner pengelolaan kelas dikembangkan berdasarkan prinsip pengelolaan kelas seperti Consistency, Awesomeness, Relationships, dan Excellence (CARE). Hasil penelitian ini dimana Consistency 70% memilih selalu, Awesomeness 75% memilih selalu, Relationship 60% memilih selalu skor dan Excellence 50% memilih selalu skor. Artinya hampir semua guru bahasa Inggris selalu menerapkan prinsip pengelolaan kelas selama proses belajar mengajar. Data tersebut didukung dengan observasi, data menunjukkan bahwa guru menerapkan prinsip CARE dan siswa merasa nyaman selama proses pembelajaran. Dengan menerapkan prinsip manajemen kelas, siswa lebih percaya diri untuk berbicara di depan kelas.

Kata Kunci: Berbicara, Kecemasan Berbicara, Pengelolaan Kelas, Prinsip

INTRODUCTION

Anxiety is common psychological phenomena. It's a common emotion when dealing with daily stresses, tension, worried thoughts and physical changes like increased blood pressure. In general anxiety appears from human body as a response to a particular situation. Commonly anxiety can be identified as a feeling of being threatened, apprehension, tension, or worry.

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Anxiety is related to self-focused, negative and anxious cognition during interaction. Highly anxious students often have relatively negative self- concepts, underestimating the quality of their speaking ability when compared with others[1].

Speaking English is one of sources of anxiety that happened to everyone, especially students. In Indonesia, English is not the first language, hence it will be different when we speak English in a moment. Difference situation will bring us into the anxiety moment. As a human, people have encountered the anxiety in a moment. Anxiety is happened in a certain moment; every people have different type of anxiety experienced. For EFL students, sometimes they feel anxious when they will speak English with other people or in front of the class. Anxiety will influence on the students' performance during speak English.

However, speaking is one of the skills that should be master by the students during learning English. Good in speaking it will make students have good communication in English. In a certain moment, when the teacher asks the students to speak English directly, they will feel anxious. Speaking anxiety is can make the students fail to speak in front of the class when they cannot handle the anxiety well. Irregular heartbeat, perspiration, stumbling and an inability to act are a few symptoms that block ones capacity to act and speak [2].

Anxiety is a feeling of worry, nervousness, or uneasy about something with an uncertain outcome. Most speakers who have experienced speech anxiety know the importance of being calm and confident when speaking [2].

Furthermore, the changes of policy from the government during and after pandemic also influence on students speaking anxiety. During pandemic covid-19, the government has regulations that the learning process is change into online. All the educators should be mastered to use the digital platform to do the online learning. Currently, the government has determined that the pandemic has become endemic. These changes effect on the learning system from the online into offline learning.

Online learning is used to prevent the spread of Covid-19. It affects the students' way of learning speaking. In fact, speaking is performed interactively. Most of students get anxious when speaking face to face or in front of the class. Online learning create a new way to perform their skill[3]. Currently, the regulation for offline learning has been announced by the government. The school allowed the students to offline learning. There are many problems comes from the students during the offline class, which requires students to change the way they learn.

In sum up, good classroom management will impact on the students' performance during speaking. Classroom condition influence on the students' speaking performance. Classroom management is one of the important aspects in teaching English especially speaking. Classroom management that is used by the teacher can influence the teaching English[4]. It means that during teaching English the teacher should be attention to how she/he managing the class. Implementing appropriate principle of classroom management can reducing students' speaking anxiety.

a. Speaking Anxiety

Anxiety is a kind of psychological feeling that happened in a moment. Anxiety is temporary feeling of anxiety elicited by a threatening situation[5]. Anxiety is the fear feeling of something that will be happened or psychological phenomena that appears inside human body. The anxiety is not just about the feeling inside body but anxiety was found that happened by some causes outside human body [6]. English students encountered anxiety in the English-speaking practice. Anxiety is an emotional disorder that is characterized by deep and viable feelings of fear or worry. Something that makes the person feels anxious, such as when speaking to the public, taking the test, face interview, etc. Anxiety comes naturally.

b. Classroom Management

Classroom management is one of crucial aspects for learning that have to be mastered by teacher. Every teacher must have classroom management ability, so teaching learning process can run well. Classroom management is the process of creating a positive socio-emotional climate in the classroom[7]. It is clear stated that classroom management has a purpose to provide the facility for all of students' learning activities in the classroom[8]. Classroom management is only about how to arranged the class before the class begin. Hence, classroom management is how to create a kind of learning that is enthusiastic, joyful, and prompting students' achievement[7]. Teacher is a leader of the class should have the skill in managing the class from the beginning until the end of the teaching and learning process. Classroom

management is the ability of a teacher to organize, nurture, and manage the learning environment and the talents of its students become better, focused, and organized so that time can be used efficiently[9]. However, in teaching the learning process to reduce the anxiety in speaking the teacher must implement the principles of classroom management, such as; Consistency, Awesomeness, Relationships, and Excellence (CARE)[10].

c. Learning Process Post Pandemic

Covid 19 has changed the learning process become online. Online learning is one of the solution for the learning process keep running well[11]. Online learning is a learning system without directly face to face between teacher and students. Online learning can be termed as a tool that can make the teaching–learning process more student-centered, more innovative, and even more flexible [12]. By online learning everyone can follow the learning process wherever they are. One of the smart things that happened during covid 19 is all thing can do by online by using smartphone or laptop. Nowadays, the situation become normal. It means the process of teaching and learning do by offline learning. The switching situation will impact on the student's learning behaviour.

METHOD

The objective of research is the implementation of Classroom Management concepts conducted by vocational high school in Padang. The method used in this research is qualitative descriptive research that describe and explain a problem as it is, so is the disclosure of a fact by collecting information relating to the object under study[13]. Through qualitative descriptive research, the researcher seeks to find facts and deep understanding of the reality from the perspective of the person who in this case is the vocational high school teacher. By using qualitative methods, the data obtained will be more complete, more in-depth, credible so that the research objectives will be achieved[14]. The data was collected through the observation and online questionnaire.
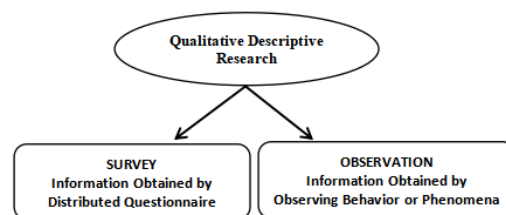

Figure 1. Research Process

The samples of this research were 9 teachers who teach in English subject. To see the percentage for each of the questionnaires, the researcher analyzed it by using this formula;

Percentage: $\dfrac{\text{sum of teachers' response for each item}}{\text{Sum of ideal score}}$ *x 100%*

In describing the criteria of each percentage, the researcher used criteria description below:

Table 1. Criteria of questionnaire percentage

Percentage	Criteria
0 – 20%	Never implemented
21 – 40%	Seldom implemented
41 – 60%	Sometime implemented
61 – 80%	Often implemented
81 – 100%	Always implemented

The result of this research was measure by those criteria and calculated by the formula above and the result of this research described qualitatively.

FINDING AND DISCUSSION

Finding

1. The Result of Questionnaire

The following explanation describes about the classroom management in reducing anxiety in speaking class by using questionnaire. The sample were 9 English teachers. It will explain how

the good classroom management can impact on the student's speaking anxiety. There were 4 questions including in the questionnaire. The questions develop from the indicator of principle of classroom management. The researcher followed the Consistency Awesomeness Relationship Excellence (CARE) Principle of Classroom Management. The details explanation about the result of questionnaire will be explained bellow:

Table 2. Result of Questionnaire

Indicator of CARE	Sub Indicator of CARE	Response
Consistency	Learning environment: provide a controlled space to help student's learning, stick to classroom rules and discipline plan	1. Never 0% 2. Seldom 0% 3. Sometime 5% 4. Often 25% 5. Always 70%
Awesomeness	Good performance and can treat their students with respect and equally and the teachers know how to teach and what they are teaching	1. Never 0% 2. Seldom 0% 3. Sometime 0% 4. Often 25% 5. Always 75%
Relationship	*Giving kinds feedback during teaching and learning process and showing the respect for students*	2. Never 0% 3. Seldom 0% 4. Sometime10% 5. Often 30% 6. Always 60%
Excellence	Having highly interactive and cooperative in the classroom and realize that students are unique, have different backgrounds, interests, and talents	1. Never 0% 2. Seldom 0% 3. Sometime 5% 4. Often 45% 5. Always 50%

The table above showed that the almost the teachers always implemented all part of the classroom management principles. It's showed that no one never implemented on each principle. The details explanations are below:

1. Consistency

Consistency is doing the same things in the same or similar situations, reacting in broadly the same way, identifying things predictably and having a set of opinions and expectations with little deviation. It is important for the teacher to implement consistency in the classroom during teaching and learning process. From this indicator the researcher got the data that there were 9 participants answered always doing consistency during teaching and learning process in the classroom. The details data are, no one answer never and seldom, 5% answer sometime, 25% answer often and 70% answer always. It means that the teacher consistent with rule in the classroom, create the comfortable class for the students during teaching and learning process. This means that the teacher always implementing this indicator.
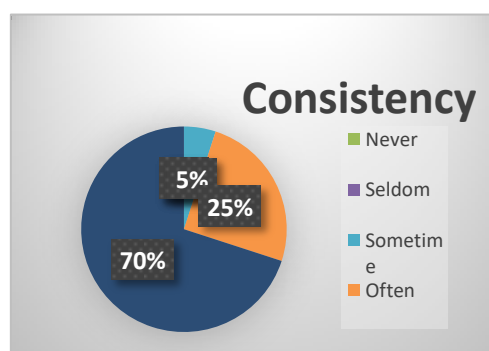
2. Awesomeness
     Awesomeness is related to the teacher who has teacher warm feeling, accessible, enthusiastic and caring to the students. Then the teacher can treat their students with respect and equally. From this indicator the data showed that no one answer never seldom, and sometime, 25% answer often and 75% answer always. It means that during teaching and learning process the teacher care with the students, the teacher can understand the student's situation and they know how to teach and what they are teaching in the classroom. It is important for the teacher for implementing this indicator. Good performance from the teacher can influence student's performance in speaking.
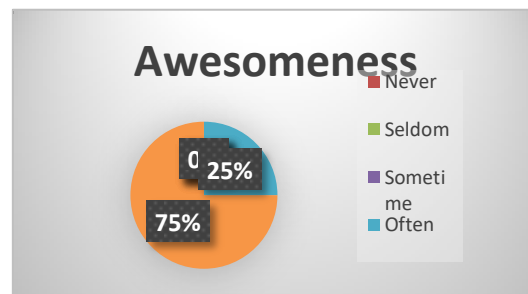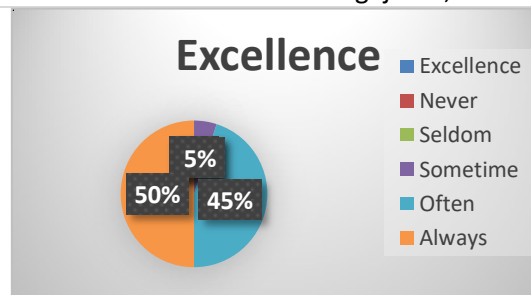

3. Relationship
     Relationship is about how the teacher builds the relationship with the students in the classroom during teaching and learning process. The teacher can understand well about the student's ability in speaking, teachers giving positive feedback to the students that can make students more confident in speaking. The data showed from the questionnaire are no one never implemented this principle, no one seldom implemented this principle, there were 10% teachers sometimes implemented, 30% teachers were often implemented and 60% teachers were implemented this principle. It means that almost all students were always implemented these principles during teaching speaking. Building good relationship between teacher and students, students and students will impact on the students confident during speaking class.
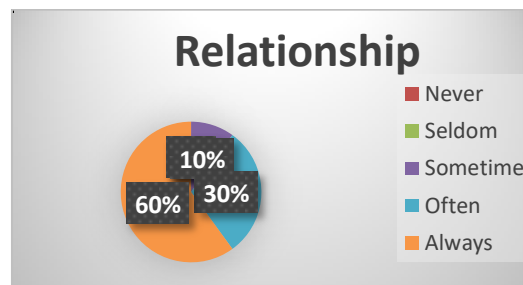
4. Excellence
     Excellence is closed with how the teacher make the students more interactive in the classroom during teaching and learning process, the teacher understands that every student's is unique, they have different background, and the teacher can motivate the students to do the best version of their self in achieving learning goals. The data showed that no one never and seldom implemented this principle, sometimes there were 5% teachers implemented this principle, there were 45% teachers often implemented and there were 50% teachers always implemented this principle. From the data above can be concluded that a half of teachers from total participant are always implemented this principle during teaching and learning process especially in speaking class. Excellence is one of the way of teachers to be adaptive in face the students during teaching and learning in the classroom. The teachers realize that not all of the students are same, they are unique. Hence, the teacher knows how to teach them.

From the explanation above, it can be concluded that almost all the teachers are always and often implemented all principles of classroom management; consistency awesomeness, relationship and excellence. The data showed that on each principle the big score is from always implemented. It means that when the teacher implemented the CARE principles of classroom management during teaching speaking it will make students make more confident to speak English. Definitely, CARE principle of classroom management can help the students in reducing the speaking anxiety. Because by implementing those principles the students more active and confidents to perform. CARE principles of classroom management is one of the most effective ways to reduce speaking anxiety. It can be concluded that the score of implementations of principle of classroom management showed that almost all the English teachers always implemented all the indicator of classroom management principle.

The Result of Observation

The observation was done to validate the result of questionnaire. the data can be showed in the table below:

Table 3. Result of Observation

Indicator of CARE	Checklist	
	M-1	**M-2**
Consistency	✓	✓
Awesomeness	✓	✓
Relationship	✓	✓
Excellence	✓	✓

From the table above, it can be concluded that all the teacher was implemented the classroom management principles such as; Consistency, Awesomeness, Relationship and Excellent. The aim of observation was to make the data more valid. Hence, in the field the researcher found that the teacher during implementing the CARE principle in the classroom, the students enjoy and feel comfortable during speaking class. Speaking class is one of the students' favorite classes, the students more active and the class is more interactive. Care principle can change the situation in the classroom in more fun class.

Discussion

One of the most important aspect of the classroom is classroom management. The researcher suggests the CARE principles of classroom management for maximizing learning outcome. The data from questionnaire and observation showed that by implementing CARE principles in teaching speaking can reduce students' speaking anxiety. CARE principles are very friendly used for the teacher. All the teacher can used this principle in the classroom.

However, teacher-student relationships provide an essential foundation for effective classroom management-and classroom management is a key to high student achievement. Teacher-student relationships should not be left to chance or dictated by the personalities of those involved. Instead, by using strategies supported by research, teachers can influence the dynamics of their classrooms and build strong teacher-student relationships that will support student learning. Efforts to improve education must focus on the single most important component: the classroom teacher. Teachers must be well prepared to face the challenges of working with young adolescents. The critical components of teacher preparation are the

knowledge and skills from education and related fields that will enable them to develop effective, and often unconventional, management systems in their classrooms. This effort must begin with a new paradigm in which teachers view classroom management as an ongoing exercise in building relationships.

CONCLUSION

The implementation of Classroom Management Principle; CARE principle in vocational high school during teaching speaking is an issue that can make students more confident to speak in front of the class. As a result of this, found that by implementing CARE principle can reduce students speaking anxiety. Anxiety is one of the big problems in speaking class, not all students can speak well in front of the class. Based on the result of this study, that good classroom management can help the students in reducing speaking anxiety. Classroom management is not only about how arranging the classroom, but also how the teacher teaches the students in the class. Teachers have big influence for succeeding students in speaking English. The data showed that all the teachers were always implementing all CARE Principles of classroom management during teaching and learning process.

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