

THE INFLUENCES OF ELLBOS IN SPEAKING ANXIETY AT ELEVENTH GRADE STUDENTS OF SMA KRISTEN RANTEPAO

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ABSTRACT

The objective of this research was to find out What are the influence of ELLBOS in speaking anxiety at the eleventh-grade student of SMA Kristen Rantepao. In carrying out this study, researcher used quantitative methods. The subjects of this study were 24 students grade 11 students of Rantepao Christian High School. Data from this study was collected by using a questionnaire. After the data was collected the researcher then used the SPSS 26 program to analyze. The results of this study show that ELLBOS has an influence on students' speech anxiety, especially on the 3 types of speaking anxiety described in this study. Where in communication apprehension before treatment the average achieved by students only reached 3.22. After the treatment is given, the median score that students achieve is 4.00. In test-anxiety, before doing treatment, the average student only reached 2.98. Then after the researcher gave a treatment the normal number of students reached 4.00. Then fear of negative evaluation The average pre-test value only reached 3.14 before the treatment was given. After the treatment was given, the mean number of students reached 4,026. Where from all types of anxiety can be seen that students become more communicating and very enthusiastic. Students also do not feel afraid to make mistakes when learning is carried out. So it can be concluded that ELLBOS has an influence in students' speaking anxiety.

Keywords: ELLBOS (English Learning Based Open-Space), Speaking Anxiety, Students

INTRODUCTION

Learning is an activity carried out by all people, from children to people of age. In learning many things can be obtained, ranging from new knowledge to honing one's skills. For some experts, learning is a change in behavior that involves knowledge, skills or behavior of an organism or a person. Learning is also a change in behavior where the change can lead to better behavior(Yanti et al., 2013, p. 1). This change in behavior is influenced by several factors. One of them is experience. Experience is an event that has been faced by an organism or

a person. Therefore, it continues to be a lot of experience that a person feels continues to be a lot of knowledge that is owned.

In the world of Indonesian Education, English is a subject that must be for students taught from lower schools to large academies. English lessons, as a language skills subject should emphasize authentic evaluation, which is in the form of listening practice, speaking skills, reading and writing. The tendency in schools is to focus on reading comprehension skills, so there are very few opportunities for dialogue, writing and listening (Zaim, 2018, p. 2). This would result in the students' low oral language skills (listening and speaking) and writing skills (writing).

In English there are also obstacles when speaking, one of which is anxiety. But in speaking, this activity is very difficult to try because it is hindered by various types of factors not only vocabulary, fluency, pronunciation and grammar but also psychological factors. One example of psychological factor is anxiety. Anxiety is a condition where a person is worried about something. Anxiety is a condition where the conscience feels threat, fear or tension as a form of demands at school. This anxiety is often suffered during education which becomes Routine and students are required to always have good and commendable qualifications when achievement levels are announced. A student's anxiety will appear from the beginning of the activity to be tried, for example when presenting in front of the class with a loud voice with full of insecurity.

It is this factor that limits students at Rantepao Christian High School in speaking. It is this factor that limits students at Rantepao Christian High School in speaking. The researcher noticed this during the introduction of the school field 2 (PLP 2). As well as when Researcher conducted direct observation in the classroom, when students were asked to speak they seemed nervous and afraid. Therefore, this research aims to address speaking anxiety at Rantepao Christian High School. So the researcher draws the title The Influence of ELLBOS in speaking anxiety at eleventh grade students of SMA Kristen Rantepao. This research is very meaningful to try because researcher want to see the effect of ELLBOS in speaking students, whether the level of anxiety of students will decrease if this procedure can be implemented or students' anxiety will increase.

METHOD

In this study, researcher used quantitative research methods. Population of this research is SMA Kristen Rantepao with a total of 6 number of science classes and 2 social studies classes, researcher took samples from the 8 classes. From the 8 classes, the researcher then took 3 samples from each existing class. The method used in taking this illustration is using randomly sampling method. After the researcher has obtained the information, the researcher then calculates the information using the SPSS application version 26.

FINDING DAN

DISCUSSIONFindings

Communication Apprehension

Table 1 communication apprehension statement mean score

Statement	Pre	Post
1	3.13	4.13
2	3.08	4.17
4	3.33	4.13
5	2.71	4.13
6	3.33	4.08
7	3.33	2.75
8	3.00	3.29
9	3.58	3.38
Score	25.49	30.04

$$m = \frac{\sum x}{N}$$

$$m = \frac{28,99}{9} \quad (\text{pre-test})$$

$$m = 3,22$$

$$m = \frac{\sum x}{N}$$

$$m = \frac{32,96}{9} \quad (\text{post-test})$$

$$m = 3,66$$

$$m = 4$$

From the data above shows that before giving treatment to students, the average anxiety achieved by students is only around 3.22. After the treatment is given, the average achieved by students is 4 which means that the treatment given to students has an effect.

Table 2 Test-anxiety Statement mean score

Statement	Pre	Post
15	3.42	3.46
16	2.79	4.00
17	3.21	4.00
18	3.08	3.33
19	3.54	4.04
20	3.17	4.00
21	2.63	4.00
22	2.88	2.71
23	2.67	2.67
24	2.42	4.00
Score	29.81	36.21

$$m = \frac{\sum x}{N}$$

$$m = \frac{29,81}{10} \quad (\text{pre-test})$$

$$m = 2,98$$

$$m = \frac{\sum x}{N}$$

$$m = \frac{36.21}{10} \quad (\text{post-test})$$

$$m = 3.621$$

$$m = 4$$

It can be seen from the data above that the average student's treatment rate only reaches 2.98. Then after the researcher gave a treatment the average number of students reached 4.00 which from the data can be concluded that the treatment given by students has an effect.

Fear of negative evaluation

Table 3 Fear of negative evaluation mean score

Statement	Pre	Post
10	3.21	4.13
11	2.92	4.04
12	3.38	3.96
13	3.00	4.00
14	3.21	4.00
Score	15.72	20.13

$$m = \frac{\sum x}{N}$$

$$m = \frac{15.72}{5} \quad (\text{pre-test})$$

$$m = 3.14$$

$$m = \frac{\sum x}{N}$$

$$m = \frac{20.13}{5} \quad (\text{post-test})$$

$$m = 4.026$$

From the data above, it can be seen that the average pre-test value only reached 3.14 before the treatment was given. After the treatment is given, the average number of students reaches 4,026 so that it can be concluded that the treatment that has been carried out has an effect.

Discussion

The learning that has been carried out using the ELLBOS method has several advantages. One of them is that students become more relaxed when learning is carried out. The treatment that has been given to students makes students more happy with the learning carried out. Not only that, students also become more active in asking questions when they lack the material being taught. According to Nehru Pasoloran Pongsapan and Andi Anto Patak (Pongsapan & Patak, 2020, p. 4) open space-based English education can increase student learning motivation. After the treatment was carried out within 2 days, the students who were the sample of this study had the willingness to carry out English language learning. On the first day the treatment was given, students began to give some opinions although only a few students issued their own opinions. During the 6 meetings, students became more active in answering and asking questions when questions were asked to students. Students become more confident when this treatment is implemented it was different when researcher introduced the 2nd school field (PLP 2). When students are asked to give answers to questions, most students wait for other

CONCLUSIONS

After carrying out the research, the researcher then made a conclusion based on the research problem "What are the influences of ELLBOS in speaking anxiety at the eleventh-grade student of Rantepao Christian High School?" Based on the results of the analysis in chapter 4 above, it can be seen that ELLBOS has an influence in student speaking anxiety. There are 3 types of speaking anxiety in this study, namely: 1) Communication apprehension which can be seen that after giving treatment to students the average achieved by students is 4,00. From this figure, it can be seen that ELLBOS has an influence on student communication where they seem to communicate more and are very enthusiastic to ask questions when this treatment is implemented, 2) The second is the anxiety-test, which from the average student reaches 4,00. In the results of research that has been conducted by researcher, students seem to be more confident when doing speaking activities. Students are able to provide opinions and answers without feeling afraid of being wrong, 3) The last one is fear of negative evaluation which reaches an average of 4,026. From the discussion above, it can be seen that students are no longer afraid to make mistakes in speaking English when English classes are held. Students become more confident when students are asked to speak English in classes conducted by Researcher. From the data that researcher have collected, it can be concluded that from all the types of speaking anxiety above, the average score of students reaches 4.00 which means ELLBOS has an influence in students' speech anxiety.

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