

## **The Aspect of Students' Speaking Anxiety in Using IGTV**

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### **Abstrak**

Kecemasan dalam berbicara telah menjadi permasalahan selama tiga dekade yang sangat sulit untuk diselesaikan. Setiap siswa memiliki tingkat kecemasan berbicara yang berbeda dan guru membutuhkan solusi bagaimana mengurangi kecemasan berbicara dalam Bahasa Inggris serta harus memahami aspek kecemasan berbicara siswa. Dalam beberapa kasus, siswa memiliki masalah kecemasan berbicara dan merasa kesulitan dalam latihan berbicara Bahasa Inggris. Siswa sangat membutuhkan media atau alat yang inovatif dan kreatif yang dapat membantu mengurangi kecemasan berbicara mereka dan membuat mereka lebih tertarik belajar terutama dalam berbicara Bahasa Inggris. Peneliti akan meneliti penggunaan fitur IGTV di Instagram untuk mengidentifikasi aspek dalam kecemasan berbicara yang siswa miliki. Desain penelitian kuantitatif ini adalah untuk memahami penggunaan Instagram sebagai alat untuk memahami aspek kecemasan berbicara Bahasa Inggris yang dimiliki siswa. Selanjutnya, data diperoleh melalui pembagian kuesioner dan menggunakan metode survei, peserta penelitian ini adalah siswa SMA di Jawa Timur. Hasil dari penelitian ini menunjukkan bahwa siswa memiliki aspek kognitif ketika mereka berbicara di fitur IGTV.

**Kata Kunci:** Instagram, IGTV, Kecemasan berbicara.

### **Abstract**

Speaking anxiety has been very difficult to overcome in English teaching and learning process for 3 decades. Every student has their own speaking anxiety with various rates and the teacher needs the answer to solve this problem by considering the anxiety-speaking component of the students. Students in some situations have trouble with speaking anxiety and trouble speaking work. Therefore, they need a creative media or resources that can help to reduce their anxiety in speaking and make learning more exciting and engaging. In this study IGTV as a tool to identify the aspect of students' speaking anxiety. The researcher tends to investigate the use of IGTV and find the aspect speaking anxiety that student have. This study used Quantitative design to investigate the aspect speaking anxiety of IGTV as a tool for students. Furthermore, the data were obtained through giving questionnaires and using survey method. The participants of this study were taken from one of senior high school students in East Java. The results showed a positive influence as the students have the cognitive aspect of speaking anxiety when they used IGTV.

**Keywords:** Instagram, IGTV, Kecemasan berbicara

## **INTRODUCTION**

Speaking anxiety has been very difficult to overcome in English teaching and learning process for 3 decades (Marwan 2007). In recent years, there are researchers focused on investigating English speaking anxiety because the researcher realizes that speaking anxiety is one common problem that some people have. It has differences in the past with a problem in Grammar Translation was a common problem happen because of some factors; for example, shortage of labor (Ching Yi-Ten 2018). In the past teacher profession was very hard to find so, the learners also get difficult to find the source

in learning. However, that is contrary to nowadays, where some people want to be a teacher who has the ability and giving good learning and teaching for the student. In this case, the common problem arising from the ability of the student. Many students have anxiety, especially in speaking so, the researcher prefers to research with a focus on speaking anxiety. The factor of researcher interest to do a research about anxiety because every student has own speaking anxiety with different level and the teacher need the solution how to overcome and the aspect in speaking anxiety that influence in anxiety through student. The reason this study conducted was that each student has their own speaking anxiety with various

rates and the educator wanted to address the solution and the dimension of speaking anxiety that affects student anxiety.

Speaking anxiety is happening in certain situation and is not at ease in a certain environment. The difficult situation happened when the speaker is in one position where other people are paying attention or only looking at their performance in real life or even on social media.

During the speech, the speaker with a high level of anxiety would be felt at risk of making a mistake because it makes it difficult for them to talk normally. Some of the factors causing distress are triggered by anxiety, anger, self-doubt, apprehension, or worries about deadlines or new environment all about the common anxiety (Chou, 2018).

Fear public speaking as a common kind of phobias, and people can have a panic attack while speaking (David Carbonell 2018). Every student has strengths and weaknesses in the learning process, but a student cannot overcome when they have high anxiety in speaking skills. A speaker who has high anxiety always thinks about the mistakes and what audience perspective about their performance (Knoxville 2017). The researcher believed that technologies or social media have the benefit and potential to solve some pedagogical problem that happens in the classroom (Cardoso & Collins, 2016; Roblyer, 2003). Teaching and learning tasks processed more challenging with the use of technology (Anthena 2016).

This research related to education for the learning and teaching process in the classroom and to overcome and find the aspect of speaking anxiety through technology and social media.

Today, many students use technology as a tool in speaking skills in teaching and learning process ICT (information and communications technology) to give innovative learning for the student, especially on Instagram (Nouf Aloraini 2018). Instagram exists as a creative application since 2010 with the founders are Kevin Systrom and Mike Krieger, who have to make the new feature and new content every year. In 2018, Instagram experienced a very significant change in some aspects. In fact, Instagram feature was not only to post a picture and add a caption to the account's page, but now Instagram adds some useful elements such as upload a video that able to give a caption and filters called by "IGTV".

Thus Instagram received many appreciations as the world's entertaining app. Not only as a playful application, but this technology is often used by many researchers as the media in their language learning and teaching activity. In the first example, The journal Arab

World English Journal Wulandari (2018), the application of Instagram and the use of technology in the language classroom had advantages to L2 students for developing language skills, especially reading and speaking. In the second example, the researcher uses Instagram to develop writing skills in eight grade in East Java with the used of prewriting techniques to writing recount text (Faisol 2018).

The IGTV has been interesting for youth because it has innovative features that enable the user to add the sticker, caption, filter, and some GIF in their video. Previous work used Instagram as a learning resource and addressed improvement in writing skills for students

Still, as far as we know, there are no studies discussed the use of Instagram to investigate the aspect that affect student's anxiety in speaking. Then, this paper will focus on to find the aspect of speaking anxiety on IGTV feature in Instagram.

Based on the background of the study, the research question of the problem is:

1. What aspects of speaking anxiety students have in using IGTV for learning English?

## RESEARCH METHODOLOGY

This study focused on student anxiety and to find out the research objective, the researcher used the Quantitative and using Survey Research or non-experimental design that was used to investigate without treatments. Survey research is Survey that widely used as data collection tool, ranging from physical counts and frequencies to attitudes and views. Surveys are categorized according to their time of concentration, reach, and data collection. This will include proper preparation, accurate population sampling, systematic application of methods for data collection and thorough review of outcomes (Ary 2006) The data obtained from the questionnaire results that have been administered. The questionnaires were in the form of paper-based that reflect the characteristics of the respondents with multiple questions and statement.

The subject of this research would be conducted in one of senior high school in Surabaya. The participants of this research was English extracurricular students from tenth-grader and used random sampling in this research. The researcher chose that school because there was an extracurricular for speaking English community, and every Friday it held FENGCON (Friday English Conversation). Therefore, this is one of the cultures that has been preserved in this school. On Friday, this school implemented and requires tenth-grader is required to take FENGCON after Friday prayers. The researcher chooses two classes in the

FENGCON.FENGCON student as a subject for this research because it can be easier to make student focus in their English language and student more enjoyable because of they in the extracurricular not informal lesson. To collect the data, the researcher used one instrument. There was a questionnaire to understand the aspect of students speaking anxiety in IGTV.

#### a. Questionnaire

The instrument for this research would used the questionnaire. it was adapting for McCroskey, J. C. (1970). The type of questionnaire in this study are likert scale to answer research question From questionnaire used likert scale give the students five responses option such as Strongly agree, agree, neutral, disagree, strongly disagree. There were favorable and unfavorable item in Bahasa because it will share for senior high school students. the questionnaire consisted 32 items to investigate their speaking anxiety in IGTV with indicator as Foreign Language Speaking Anxiety Scale (FLSAS).

**Table 1**  
**The FLSAS Questionnaire**

No	Aspect Anxiety	Total	Key Number
1	Mood Aspect	8	1,2,3,4,5,6,7,8
2	Cognitive Aspect	8	9,10,11,12,13,14,15,16
3	Somatic Aspect	8	17,18,19,20,21,22,23,24
4	Motoric Aspect	8	25,26,27,28,29,30,31,32

To measure the validity of the test, the researcher used a validator. The validator was used to measure the validity of the instrument which has several stages follows:

1. The researcher adapt the questionnaire from the expert.It consist of 32 to measure speaking anxiety. Furthermore, it had been used to measure anxiety and created by the expert of language learning psychology, McCroskey, J. C. (1970)
2. Then, to understand the questionnaire is appropriate the researcher used the expert's judgment as a validator to judge the questionnaire. The validator also gave small note related the questionnaire about speaking anxiety. The expert was Syaiful Anam, Ph.D., as the lecturer of English Department at State University of Surabaya.

3. The last, the researcher continued to measure the reliability of the questionnaire after the expert had said that the questionnaire was valid.

To measure the reliability of the quetionnaire, that researcher used SPSS 25 in order to understand the result reliability of questionnaire. The result can be seen as below:

**Table 2**

#### Reliability Statistics

Cronbach's Alpha	N of Items
.631	32

According to Bartz ( 1976:205), the interpretation of the reliability formula shows that .60-.799 is reliable. From the result, the researcher use scale level of reliability and r table in spss 25 to find out the reliability of questionnaire. The result shown that the reability 0.63. it can be conclude that the instrument is reliable.

Collecting data of this research were conducted with asked to the student related previous task about "Ambition" that teacher gave about speaking on IGTV. The researcher asked about students' experience while speaking on IGTV and also the researcher gave the information about the research that will conducted in that class. Then, the researcher shares the questionnaire about speaking anxiety in Instagram for 72 participants. After that, the researcher needed to analyse the data of questionnaire.

This research would be conducted with quantitative research and using survey design so the researcher would focus in the questionnaire for finding the result the aspect of speaking anxiety in IGTV. It was calculated by using IBM SPSS for Windows release 25 for analysing the category and using descriptive statistics for the data.

The stages were as follows:

- a. Analyse the score of Likert scale for each item and then input them in the SPSS 25
- b. Scoring all item of the questionnaire and input in the SPSS 25
- c. Categorize the variable of the aspect speaking anxiety there are mood aspect, cognitive aspect, somatic aspect, and motoric aspect
- d. Counting the total scores from the questionnaire so that can be the result of aspect in speaking anxiety that students have.
- e. Calculating the percentage at each frequency of the aspect of speking anxiety

## RESULTS AND DISCUSSION

In this part, the researcher describe the result of the research. As stated previously in Chapter one, there is research question in this research “What aspects of speaking anxiety students have in using IGTV for learning English?”. The analysis is detailed as follows:

### 1. The Aspects of speaking anxiety students have in using IGTV for learning English

At this point, the study aimed to find out and discussed to answer the first research question “What aspects of speaking anxiety students have in using IGTV for learning English?” the discussion about the aspect of student’s speaking anxiety in Instagram.

In this research, there are four categories of aspects speaking anxiety it can be concluded the aspects that was most affected their anxiety when students speak English on Instagram is the cognitive aspects which have the most percentage than the other aspects and the least affected in students' speaking anxiety on IGTV is the motoric aspects. This is the discussion of the results the table that discusses the percentage students’ aspect of speaking anxiety in Instagram.

The statistical calculation of 72 students got the total score of questionnaire is 7.737. After collecting the data the researcher calculated and analyze the score of questionnaire. In this research to understand the detail about the aspect of students’ speaking anxiety in IGTV. The table of aspects students’ speaking anxiety in IGTV are presented as follows:

**Table 3**  
**Percentage Student’s Aspect of Speaking Anxiety**

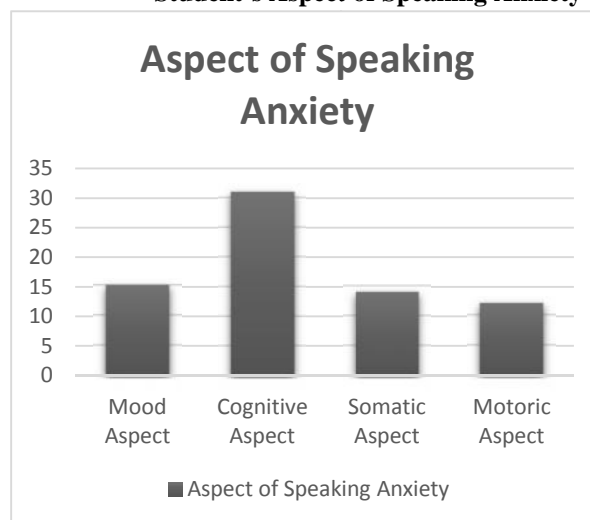
		Freque ncy	Perce nt	Valid Percent	Cumulati ve Percent
Val id	mood aspect	15	20.8	20.8	20.8
	cognitive aspect	31	43.1	43.1	63.9
	somatic aspect	14	19.4	19.4	83.3
	motoric aspect	12	16.7	16.7	100.0
	Total	72	100.0	100.0	

From the table above, it can be discovered the percentage of each aspect speaking anxiety in IGTV of 72 students. There are four aspects mood aspect, cognitive aspect, somatic aspect, and motoric aspect.

From the four aspect that have higher percentage the first was cognitive aspect which has (43.1%), the second aspect was mood aspect which has (20.8%), the third aspect was somatic aspect which has (19.4%) and the fourth aspect which has the lowest aspect and is not affected for students speaking anxiety in Instagram is motoric aspect which has (16.7%).

After analyzed the percentage in table aspects of speaking anxiety, the data can be described in details on the diagram below:

**Diagram 1**  
**Student’s Aspect of Speaking Anxiety**



From the diagram above that students aspect speaking anxiety in IGTV shows 31 students have cognitive aspect when they speak English in Instagram, 15 students have mood aspect that affected their speaking anxiety in Instagram, 14 students have somatic aspect that influenced their speaking anxiety in Instagram and 12 students have motoric aspect that affect their speaking anxiety in Instagram. from the chart above each student has a significant difference to the aspect of speaking anxiety they have.

## Discussion

There is point that presented by the researcher in the discussion part. The research question to understand about the aspect of students’ speaking anxiety in IGTV.

### 1. The Aspects of speaking anxiety students have in using IGTV for learning English

At this point the researcher discusses the result of the discussion that answer the research question, that is about the aspect of student’s speaking anxiety in IGTV. The discussion is started presenting the result of the analysis and categorize the variable of the aspect speaking anxiety in IGTV using SPSS 25.

Based in the previous study conducted by Mangampang (2017) showed that about the aspect of

speaking anxiety in collage student. The researcher divided four aspects of speaking anxiety there are mood aspect, cognitive aspect, somatic aspect, and motoric aspect and in this research result is caused somatic aspect. Somatic aspect is aspect of anxiety caused by the physiological form. someone who experiences this anxiety. Some of the most common symptoms of speaking anxiety are: shaking, sweating, butterflies in the stomach, dry mouth, rapid heartbeat, and squeaky voice. In this study there are ten student that has somatic aspect. The result of the previous study and with this research there is difference aspect that student have eventhough, there is similarity of categories of aspect speaking anxiety.

The other previous study conducted by Machmud (2017) Using smartphone in learning showed that students' have high and low anxiety in speaking groups achieve higher score when they are taught by using Smartphone compare to their score by using conventional model of teaching. In this research using smartphone in learning teaching process can overcome student's speaking anxiety. The previous study by Hamzao lu & Koço lu (2016) Result of that study showed that students who used podcasts had higher oral performance and lower speaking anxiety levels than the students who didn't use podcast. In this research discussed about the podcasting application as tool have the effect and preception to improve Turkish EFL learners' speaking anxiety. According to previous study by Huang (2018) The results showed that M-learning has significant decreased the learners' anxiety in speaking English as a foreign language. In this research discussed how M-Learning in Decreasing EFL Learners Speaking Anxiety because the app. All of the researcher mention that using technology and social media especially for WhatsApp, Podcasting and smartphone can reduce speaking anxiety therefore the researcher found the results with different method. Furthermore, study by Khalitova (2017) conducted difference language skill about preception of students towards Instagram in English language writing and the results demonstrated students' with high positive perceptions and views towards using Instagram in improving their writing skills. Therefore, Instagram as tool in learning activitiy can improve the students language skill not only for speaking but also in writing.

The last, eventhough the IGTV was only tool to find the aspect of speaking anxiety in IGTV but previous study claim that Instagram can improve their speaking skill.

## CONCLUSION AND SUGGESTION

Based on the result, this study gathered findings. It can be concluded that there is a significant difference among each aspect of speaking anxiety in IGTV. The output of the *Descriptive Statistics* showed a higher percentage from the cognitive aspect with 31 students, and the percentage is (43.1%). It means cognitive aspect anxiety affected when a student speaks English in Instagram. The lowers rate from motoric aspect, which has (16.7%) with 12 students. It means this aspect of anxiety is not affected when a student speaks English in Instagram.

To conclude, using IGTV has the aspect of anxiety in speaking for learning English. IGTV is innovative tool or media for teaching and learning process, especially to reduce student anxiety or to improve speaking English.

## SUGGESTION

Suggestion can be derived from this research that could be helpful to the reader, the teachers and for the future researchers who are attached in English education to make a better teaching and learning activity. Bellow are the following suggestion:

### 1. For the teachers

The teacher nowadays should be creative and innovative in the teaching and learning process. The researcher suggests to use Instagram in teaching and learning process, particularly to reduce students' speaking anxiety. Students will feel more comfortable, relaxed, motivated when they are using Instagram and can decrease their speaking anxiety. Then, they feel more confident in speaking English. Moreover, using Instagram in learning and teaching activity have advantage and disadvantage for student. The advantages using Instagram for teaching and learning making students more creative and innovative than, student can create their creativity through the feature in Instagram for example student can design their video using sticker in Instagram. Disadvantages using Instagram for teaching and learning activity for student is the internet access. The researcher suggests for the teacher that using the Instagram as tool or media in teaching process should have own internet access such as WI-FI to solve the problem. it can make learning and teaching process more effective for student and also for the teacher.

### 2. For the future researchers

Researchers should analyse the use of Instagram in other skills, such as reading or writing and also future researcher can using Instagram to reduce their speaking anxiety with detail analysis . It could

give the new experience and knowledge to other studies that want using Instagram as media or tool in learning English. Besides, future researchers could use qualitative research to find the data and give the results with other ways that are not obtained in quantitative analysis.

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