

SPEAKING ANXIETY OF ENGLISH DEPARTMENT STUDENT

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Abstrak

Para ahli memperkenalkan teori tentang kecemasan yang dianggap dapat menghambat kemampuan siswa dalam belajar berbicara bahasa Inggris. Disisi lain, berbicara merupakan aspek penting dalam menguasai bahasa Inggris. Dalam hal ini penelitian dilakukan untuk mengetahui tingkat kecemasan pada siswa serta hubungan antara kecemasan dan kemampuan berbicara yang dirasakan. Penelitian dilakukan pada mahasiswa bahasa Inggris di tahun kedua di Universitas Negeri Surabaya. Pada penelitian ini, sebanyak tiga puluh siswa (7 laki-laki & 23 perempuan) mengisi kuisioner pertama tentang aktifitas kelas yang fokus kepada *speaking*. Kuisioner ini diadaptasi dari *Foreign Language Classroom Anxiety Scale (FLCAS)*. Nilai rata-rata digunakan untuk menentukan tingkatan kecemasan. Kuisioner kedua ditujukan agar siswa mengisi kemampuan *speaking* masing-masing sesuai yang mereka rasakan. *Pearson Correlation* digunakan untuk menentukan korelasi keduanya. Hasil dari penelitian adalah tingkat kecemasan siswa berada di posisi santai sedang namun dalam hubungan kecemasan dan kemampuan berbicara yang dirasakan memiliki korelasi negatif. Hal ini berbeda sekali dengan hasil penelitian yang telah dilakukan oleh peneliti sebelumnya yang menunjukkan bahwa berbicara di depan kelas adalah sumber kecemasan utama.

Kata Kunci: kecemasan, tingkat kecemasan, berbicara.

Abstract

The experts introduced the theory of anxiety which is considered to hinder students' ability to learn speaking English. On the other hand, speaking is an important aspect in mastering English. In this case, the study was conducted to measure the level of anxiety in students and the correlation between anxiety and perceived speaking ability. The research was conducted on second year English students at the State University of Surabaya. In this study, thirty students (7 boys & 23 girls) filled out the first questionnaire about class activities that focus on speaking. The Foreign Language Classroom Anxiety Scale (FLCAS) was used in this questionnaire. The average value is used to measure the anxiety's level. The second questionnaire is intended for students to fill in their respective speaking skills according to how they feel. Pearson Correlation is used to determine the correlation between the two. The result shows the students' level of anxiety is in a moderately relaxed position, but the relationship between anxiety and perceived speaking ability has a negative correlation. This is contrary to the results of previous studies which stated that speak in front of the others in the class activity is a main source of anxiety.

Keywords: anxiety, anxiety levels, speaking.

INTRODUCTION

Speaking is such as significant aspect in communication, especially in oral communication due to people need to build some relationships in a good way for living their live. In previous statement, Johnson and Morrow (1981: 70) agree that speaking is an oral communication that involve two or more people who have role to be speaker and listener so that they can react what they hear by making meaningful conversation. Moreover, Matthew (1994:45) argues that to share information, ideas and feeling, people need to speak to the others. Besides, using body language and any kind of movement of gestures are needed to support them convey the meaning of the message.

Communication and interaction by expressing the

ideas, feeling and emotion are related to good speaking skill to have obvious information and avoid misunderstanding. In fact, speak in English for some students is such as frightening activity as they have high anxious feeling. They have difficulty in expressing their ideas even in a simple form of conversation to their friends. Therefore, they are rare to speak English in the classroom. Hence, anxiety has negative impact to their personality that cause hesitation in speaking if they cannot manage it. Griffin and Tyrrell (2007: 5) argue that if the students have ability to control their anxiety and turn it into positive feeling instead of being controlled by it, they will reach maximum performance. It means that anxiety has

huge relationship to students' achievement on acquiring English. Furthermore, high anxiety will be the barrier in acquiring English for students.

Pre observation was conducted by the researcher with English teacher of Senior High School in Surabaya. The finding showed that students are afraid to speak in the class atmosphere. The main problem in speaking English that appear in students is anxiety. They became passive in the class activity when the teaching and learning process were ongoing. They were hesitated to speak and showed the idea in a proper way. They felt that doing mistake is a big problem in speaking English and they afraid of being judged by others. In addition, another research was done to measure the relationship between students' anxiety in the speaking class and their speaking achievement. The finding shows that speaking test aroused the students anxious. It was caused by the characteristics of learners and the classroom procedure. It was called psychological symptoms that experienced by them.

On the other hand, there is less research about anxiety which focus on the freshmen who take English as their major. Using english as their main tool to have conversation and comprehend the lesson is kind of new experience for them. Anxiety might be aroused in that situation.

Anxiety

The variety definition of anxiety has occurred among the expert's opinion. According to Rajanthran, Prakash, & Husin (2013), feelings of frustration, dissatisfaction and worry are nearly to anxiety problem. In additional, Papamihel (2002) said that an anxiety can be closely connected to the appraisals of situations as threatening and the threat of self-efficacy. Haskin, Smith & Racine (2003) argue that anxiety occurs when a person unable to do something and it caused the feeling of fear and a lack of self-esteem. Dornyei (2005) adds feeling insecure due to anxiety caused by their bad performance and lack of improvement in learning process. In short, the anxiety can be a problem to the learning process because students may feel not confidence with their performance.

Types of Anxiety

There are three types of anxiety defined by Spielberger (in Young, 1999). The first is trait anxiety. It was later developed by Spielberger and his colleagues, in an attempt to investigate it and to determine its possible correlations with State Anxiety, an emotional state associated to the here and now experience. Study which has been done in Australia showed that trait anxiety represents the constant tendency of the people to respond with nervousness in any threatening situation. Spielberger (1983) stated that trait anxiety might be clarified as an individual's likelihood of

becoming anxious in any situation. The second is State Anxiety. State Anxiety is a sense of uneasiness that may be happened at a certain moment, as a response to a definite situation, for example, prior to an examination (Spielberger, 1983). Spielberger (in Toth, 2010) argues that State anxiety begins with the activation or arousal of the autonomic nervous system that cause the feelings to tension, nervousness and worry. The last is Situation-Specific Anxiety. Toth (2010) states that the situation-specific view of anxiety is basically happens in certain situation that might be different for one student and others. Various circumstances that arouse anxiety also experienced by different students. For instance, talking with their mate in the class may be the source of anxiety, but speaking in front of the class watched by others could be another source of anxiety for other students.

Sources of Language Anxiety

There are various sources of language anxiety. Young (1991) states 6 sources of language anxiety.

Personal and Interpersonal

The increasing of language anxiety happens when the self-esteem of someone is in the lower level. Feeling worry about what people thinking about themselves is the one of example that those people have low self- esteem. The investigation of the literature on foreign language anxiety gave the result that interpersonal and personal issues are the most cited sources of anxiety (Young, 1991). Fear of negative evaluation from the peers and low self-esteem were being the most significant factors. Foreign language anxiety has differences from other kind of anxieties in the sense that learners are aware that they are "deprived" of their means of communication (i.e. the L1). In the foreign language classroom, they are suddenly asked and required to communicate, even though they have not acquired full competence to hold a conversation yet (Tóth, 2011).

Personal believe about language learning

Students build preconceptions about language learning, about doing mistakes and teacher's error correction. They believe nothing can be said until it is flawless (Horwitz et al., 1986). Students feel anxious if they fail to reach the standards of their expectations and sometimes underestimate their competence. Gregersen and Horwitz (2002) held a research to analyze the relationship between perfectionism and foreign language anxiety.

Instructor belief about language teaching

Teachers play a fundamental role in the classroom, even though they have assumed new roles because the classroom activities students participate in are based on a cooperative approach to language teaching (Richards,

2006). The teacher has become less a controller and more a facilitator (Brown, 2007). The teacher sets up an atmosphere in the classroom and needs to build a good rapport with the students to provide a supportive environment where students are guided throughout the learning process. Some teachers discourage risk-taking and demand correct use of English instead, while they should encourage students to try out the new language (Brown, 2007).

Instructor-learner interaction

The harsh method of correction is often cited as provoking anxiety (Gregersen and Horwitz, 2002). Nevertheless, students in the studies by Horwitz et al. (1986) and Young (1990) stated that error correction was very important and they would feel deprived if the teacher did not correct their mistakes. Teachers should choose an appropriate manner of correction since it is very important to consider when and how students should be corrected. Generally speaking, more errors should be tolerated during the freer communicative practice since “correcting every student error is counter-productive to learning a foreign language. Student often feels threatened or embarrassed from over correction” (Herron, 1981, p. 7).

Classroom Procedure

Students are worried about speaking in front of others in the class (Horwitz et al., 1986; Young, 1990). They largely agree with the declaration “I feel more comfortable in class when I don’t have to get in front of the class” (Young, 1990). Young’s anxious students chose “presenting a prepared dialogue in front of the class” and “making an oral presentation or skit in front of the class” as the largest anxiety provoking situations and Woodrow’s participants (2006) also feared giving oral presentations and reported the feeling of panic when speaking in front of their classmates and the teacher.

Language Test

Foreign language anxiety has not only an effect on students’ in-class performance, but also on performance in an oral exam. Test anxious individuals find themselves worrying about the effect of failing the exam and how much better the preparation of the other students are (Horwitz et al., 1986). Moreover, students’ affective reactions during the exam may influence their decision whether they will continue studying English or whether they will drop out of the language course. However, the influence is reciprocal since an encouraging teacher, enough speaking practice and a low-stress environment can help to decrease the concerns of anxious students about an oral exam.

Speaking Anxiety and the Causes

Basic (2011) states that someone who fears to communicate orally usually expresses through the physiological signs. The signs might be the distraction for someone’s capability to speak because he will not be able to communicate properly on the speaking process. In short, speaking anxiety indicates that there is a barrier of expressing things orally.

Liu & Chen (2013) emphasize that feeling worry if their mates have a better English-speaking ability and performance can assist significantly to students’ anxiety. Feeling of worry also occurs in grammar, pronunciation, and comprehensible language while speaking in foreign language (William & Andrade, 2008). Besides, shyness also takes role in creating students anxious (Zhiping & Paramasivan, 2013).

Sato (2013) argues that the huge class sizes are not effective for learner to have speaking practice and teacher-centered environment. It makes students unwilling to speak. The formal setting of classroom can lead the students become stressful when they practice speaking (Tseng, 2012). Besides, presentations, role plays and formal discussion create a huge anxiety among students (Woodrow, 2006). Those class condition and speaking activities are possibility arousing the learners’ anxiety.

Hence, the researcher intends to probe the anxiety’s level of English Department students. Besides, finding the relationship between anxiety and perceived speaking ability of student becomes the second researcher’s considering since there is less of research in the English Department focus on speaking anxiety.

METHOD

To address the research questions, this research used a quantitative method. In specific, the researcher used survey research to identify the students’ anxiety level.

To determine student reactions in speaking anxiety, questionnaire was used by the researcher to recognize the different types of in-class activities, especially speaking oriented ones which the writer perceived as having potential to raise anxiety. The questionnaire was administered to the second year of English Department students of State University of Surabaya (UNESA). The approximately participants were 30 for the whole students. The participants were experienced in the transition situation from senior high school to student colleges. In this transition, there might be changes about their speaking anxiety. There were some probabilities increasing their anxiety or decreasing their anxiety. The research was conducted in the State University of Surabaya.

This study used a questionnaire. The questionnaire distributed to whole class. It was adopted from Foreign

Language Classroom Anxiety Scale (FLCAS) questionnaire developed and modified by Young (1990). The FLCAS was a self-report rate, which evaluates the degree of student's anxiety in the classroom activity. It consisted of 10 five-point Likert scale items plus one question of perceived speaking ability on the scale 1-100. The FLCAS has been widely used by many researchers to expand learners' foreign language anxiety. Scores on the FLCAS have been found to be link up with course grades, suggesting that high anxious students receive lower grades in their foreign language courses. These results represented the debilitating effect of anxiety on achievement. Young (1990) has developed a questionnaire to inspect anxiety during speaking oriented activities from students' perspective.

The questionnaire consisted of two sections. The first part of the questionnaire demanded students to assess their anxiety level in the face of ten different in-class activities. Students identified their anxiety's level for each activity using a five-point Likert scale ranging from Very Relaxed (VR), Moderately Relaxed (MR), Neither Relaxed nor Anxious (NR-NA), Moderately Anxious (MA), to Very Anxious (VA). The last section of the questionnaire asked students to rate their own speaking ability on the range 1 up to 100.

One of the examples of the questionnaire was Likert scale: Very Relaxed, Moderately Relaxed, Neither Anxious nor Relaxed, Moderately Anxious and Very Anxious. In the process of using SPSS, there was substitution to ease researcher to count the result. Very Relaxed substituted to 1, Moderately Relaxed substituted to 2, Neither Anxious nor Relaxed substituted to 3, Moderately Anxious substituted to 4, and Very Anxious substituted to 5. The last one was scoring their own ability of speaking in the number of 1-100.

The questionnaires distributed to the second semester of English Department students using Google form. The participants were the whole English Department which was in their first year. Therefore, there was no random sampling. After obtaining the data, the researcher determined the two types of questionnaire and the result was presented.

To answer the research questions, the researcher used descriptive statistic to find out the mean of those research question. In the first step of this study, the researcher distributed the two questionnaires which contain of difference items to participants. In this section, the researcher got raw data which in the formed of number.

The second step was to look for the mean among those data using descriptive statistic from SPSS. Pearson correlation was used to determine the correlation between anxiety and perceived speaking ability.

The last step was to report and interpret the data in descriptive to ease the reader in reading the result of this study. Finally, the researcher was able to conclude the result of research questions.

RESULTS AND DISCUSSION

Anxiety levels

Based on the data collection, the result shows the mean score of anxiety levels among respondents. There are 5 levels stated in the questionnaire to be considered but only 2 levels that dominate the result (table 1). The mean score of items 1 "Repeat as a class after the instructor" is 3.03 which indicates as Neither Anxious- Nor Relaxed. This finding shows that students are not suffer of anxiety when the class activity is done together. The item 2 "Repeat individually after the instructor" mean score is 2.63 that presents to Moderately Relaxed. It also shows that students confidently doing by himself without feeling anxious.

The item 3 "Open discussion based on volunteer participation" mean score is 3.07 which presents Neither Anxious- Nor Relaxed. In this situation, students seem to be prepared themselves whenever teacher choose them randomly. The item 4 "Interview each other in pairs" gets mean score 2.13 that represent Moderately Relaxed. This result indicates that students are more confident when they speak with their friend. Item 5 "Role play a situation spontaneously in front of the class" mean score is 3.07 which represent Neither Anxious- Nor Relaxed. There could be some students are ready with that situation and half of them are not.

Item 6 "Work in groups of two and prepare a skit" mean score is 2.43 that refers to Moderately Relaxed. It shows that students are comfortable to do fun task with their pairs. Item 7 "Speak individually with the instructor in his/her office" mean score is 2.97 that indicates Moderately Relaxed. Students feel more relaxed to talk with their teacher when they are face to face. Item 8 "Present a prepared dialog in front of the class" mean score is 2.77 which represent Moderately Relaxed. This result shows that preparation makes them more confident to do speaking activity in the class.

Item 9 "Make a-n oral presentation or skit in front of the class" mean score is 2.93 which refers to Moderately Relaxed. Student still not feel of anxious to do this kind of class activity. Item 10 "Speak in front of the class" mean score is 2.87 that represent to Moderately Relaxed. This activity usually make students feel anxious, but this result shows that the average of them feel relaxed.

Table 1. Activity Arrange by Means

Anxiety Level	Means	N	Activity
Neither Anxious Nor Relaxed	3.03	30	Item 1
	3.07		Item 3
	3.07		Item 5
Moderately Relaxed	2.93		Item 7
	2.93		Item 9
	2.87		Item 10
	2.77		Item 8
	2.63		Item 2
	2.43		Item 6
	2.13		Item 4

According to the whole result, the average of anxiety levels among students is moderately relaxed. It shows that speaking for them is not really frightening subject. Even perform in front of the class place the high risk that arouse the anxiety.

Correlation between anxiety and perceived speaking ability

This finding focus on highlighting the relationship between anxiety and perceived speaking ability of understudies. After all the calculating is done, the result is shown as following table 2 below.

Table 2. Anxiety and Perceived Speaking Ability's Correlation

		Anxiety Levels	Perceived Speaking Ability
Anxiety Levels	Pearson Correlation	1	-,336
	Sig. (2-tailed)		,070
	N	30	30
Perceived Speaking Ability	Pearson Correlation	-,336	1
	Sig. (2-tailed)	,070	
	N	30	30

The result indicates that there is no correlation between the two variables above. It is based on the significance score that is more than 0,05. The score above is 0,070 that presents higher score in significance. Besides, the Pearson correlation score shows negative result (-0,336). This score means that between two variables have negative influence and weak.

The purpose of this research is to identify the anxiety levels among the freshmen in State University of Surabaya. The focus is only in the speaking activity. According to Young (1990), anxiety decreased in the pair work or small group. There is no hesitation that students

are more confident to speak with their mate than speak in front of others in the class.

According to Horwitz (1986), classroom procedure increases the anxiety of students. On the other hand, the result of this study posted that some of the spoken activity including speak in front of the class is moderately relaxed. Students can handle their anxious and achieve good score.

CONCLUSION

This study was held to identify the speaking anxiety levels of students in their second year of learning English major in State University of Surabaya, especially in English Department. The focus of this study to find out which activity that be the most factors that increase anxiety. Activity that provoke anxious is when they have to speak in the front of others in the classroom. In fact, the result of the study shows that the respondents' anxiety levels is moderate relaxed.

In the data shows that it is non-significant and negative correlation. Some of students might feel anxious for some speaking activity. Their perception of their speaking ability also depends on their anxiety levels. Less or more, anxiety affects students' ability to increase their self-confidence when they speak in front of the classroom.

Suggestions

The researcher obviously realize that this research needs more information to support learner and instructor in facing anxiety. These following techniques can help students and teacher to take over speaking anxiety.

1. The teacher needs to help students understand that being nervous is normal.
2. Do preparation and comprehend the topic before performing are the key to decrease speaking anxiety.
3. A hesitation while speaking is not a mistake, teacher should teach students how to control it.
4. Practicing to speak in pairs in certain time and then slowly move to small group to increase the confidence.
5. Use spare time to- make a mini game that focus on speaking spontaneously about certain topics.

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