

**A STUDY ON SPEAKING ANXIETY IN ENGLISH AS A FOREIGN LANGUAGE
(EFL) CLASSROOM OF THE THIRD SEMESTER STUDENTS AT ENGLISH
DEPARTMENT OF UNIVERSITY OF ISLAM MALANG.**

Vara Arsyilia Fitrtiani¹, Junaidi Mistar², Dzul Fikri³.

Vharra.arsyzdt@gmail.com¹, j.mistar@unisma.ac.id², dzulfik@yahoo.co.id³

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Spoken language is the act of conveying information or expressing thoughts and feelings in English. Language anxiety is a very common issue that affects student speaking output. Language anxiety, a dynamic psychological construct, is known to be an effective component in language learning. Anxiety is a feeling of fear, tension, and apprehension about what's to come. The purpose of this study was to determine the level of students' speaking anxiety and to find out the factors that influence students' anxiety in the English classroom. The research methodology is a descriptive quantitative and qualitative study. Research instruments are the questionnaire of foreign language class anxiety scale (FLCAS) adapted from Elaine Kolker Horwitz, Michael Horwitz, & Joann Cope (1986) to determine the level of students' speaking anxiety and using interview adapted from Price (1991) to find out the factor of speaking anxiety. The results of this study show that the main anxiety level experienced by students occurs in "middle anxiety" with 43% in range (87-107). Low self-esteem and students' beliefs, speaking in front of the class, fear of making mistake and lecture's performance are the factors underlying speaking anxiety in the English class.

INTRODUCTION

Nowadays, English has an important role in this country, so make it important since English is used as a foreign language by most countries of the world and used for many important things such as correspondence, science research, technology, schooling, culture, etc. Essentially, there is competence and teaching in Indonesian education, which is listening, speaking, reading, and writing.

Of the four language skills, a great deal of study on discomfort by now dedicated to oral skills. This matter as well focused on the obviousness that oral skills are possible to further nuanced than different ability. Therefore, a variety of subject that may affect the output of learners speaking. Brown (1991) state that these factors, language anxiety is a very common issue that affects student speech output. Language anxiety, a complicated emotional

framework also known to be a major component of the learning process. This implies how academic stress had also been amongst the reasons leading to the progress of studying English, be it positively or negatively.

Communication in English is one of the skills needed by students. Learning English leads a critical part in the scholarly, social-emotional growth among pupils. Especially in this country, English is typically acknowledged or learned for first different language for the practical use of regular communication. People use English to communicate, particularly with foreigners who speak different languages. As a result, English becomes necessary for students to interact with outsiders.

This research-based on the premise that third semester students still feel worried when they are in a foreign language classroom. This nervousness makes them lack trust or motivation to succeed in the presence of others, and thus the learner cannot interpret the teacher's explanation properly.

Students are nervous no matter how well they plan to learn the language; like worrying about what anyone would assume of them when they speak English, how fluently they use English, how bad their achievement would be, etc. Whatever the cause, the level of anxiety, we can be sure of one thing: anxiety will affect students' performance (Samimy, 2008). The idea that anxiety could interfere with language learning has long been of concern to academics, teacher's parlance, and pupil's parlance themselves.

Moreover, Sutarsyah (2017) found that discomfort is the primary cause of fear and stress. He has found that discomfort is a major cause of fear and stress. If students do not have the ability to cope, there will be tension in their performance.

In addition, many studies have been conducted by researchers related to speaking anxiety in EFL classrooms. The study conducted by William and Andrade (2008) shows that

students who participated in his study reveal that anxiety was most associated with the efficiency and execution of the teaching practice. Another study was conducted by Maja Morinska (2016). This study recognized the level to which anxiety is really a matter for pupils and the imply that teachers might use it to assist the pupils to cope with this case.

Both kind of research above addressed the context in offline study or face to face. Furthermore, this research was carried out during the Covid-19 pandemic and it is possible to get different results. Therefore, the researcher examine the level of student anxiety and the factors that influence anxiety in the learning process in the English Foreign Language classroom. This research aims to determine how is the level of speaking anxiety, and what factors contribute to students' anxiety and inhibition in speaking skill in English Foreign Language classroom . The researcher formulated the reseacrh questions as follows :

1. How is the level of speaking anxiety towards the EFL classroom at the third semester English department of UNISMA?
2. What are the factors that influence students' anxiety in the EFL classroom at the third semester English department of UNISMA?

RESEARCH METHODOLOGY

There are two types of research methods: quantitative and qualitative. According to Creswell (2009) there are three types of quantitative research design: experimental, correlational, and survey design. In this research the researcher used quantitative and qualitative research by a using questionnaire and survey method design. This study used questionnaires with linkert-scale type and an interview worksheet. The researcher conducts this research at University of Islam Malang exactly the third semester students English Department in Faculty and Teacher Training and Education. The students in the third semester are chosen because they have studied English for many years and can express their

views on research issues. The participants in this research were 33 students to answer the questionnaire and 5 students who had the highest score who were interviewed in-depth.

Questionnaire sheet consist of thirty-three questions adopted from Horwitz et. al. (1986). With specific uses FLCAS (Foreign Language Classroom Anxiety Scale). It is expected that the instrument will measure the anxiety of foreign language learners, while learning languages in the classroom, this scale provides five responses, “Strongly Agree (SA)”, “Agree (A)”, “Neither Agree nor Disagree (NA)”, “Disagree (D)”, and “Strongly Disagree (SD). there are nine positive expressions in the survey questions number 2, 5, 8, 11, 14, 18, 22, 28, and 32. And 24 negative statements are in number 1, 3, 4, 6, 7, 9, 10, 12, 13, 15, 16, 17, 19, 20, 21, 23, 24, 25, 26, 27, 29, 30, 31, and 33.

And for the interview sheet adapted from Price (1991:103) in Horwitz, Young, Gardner, 1991) which is focusing on foreign language anxiety. Eight interview questions developed under seven with one number developed by the researcher.

The researchers analyzed the results of the data using quantitative and qualitative techniques. For the quantitative data, the researcher used FLCAS from Horwitz et al. (1986). The data categorized manually by following Oetting’s scale and needs to calculate used the Microsoft excel.

FLCAS Anxiety Scale, Adopt from Oetting’s Scale

Range	Level
124-165	Very anxious
108-123	Anxious
87-107	Mildly Anxious
66-86	Relaxed
33-65	Very Relaxed

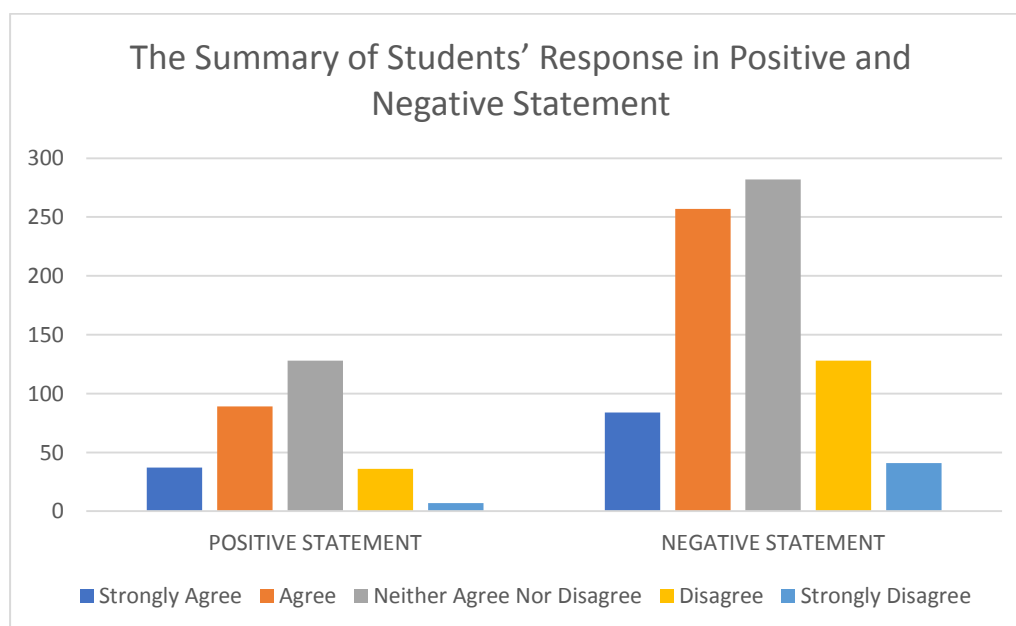
Researchers measured students' speaking anxiety by looking at the results of the questionnaire which is calculated using the highest percentage.

For the qualitative data in the interview is recorded verbatim, non-verbal the transcript will also highlight expressions such as pauses, hesitation, and intonation. Analyzed the transcript by repeatedly reading the recordings in the audio to familiarize the researchers with the data, compare all the data to gain a deep understanding of the student's perception, and then encode and thematize the data.

FINDING AND DISCUSSIONS

1. Level of Speaking Anxiety in EFL Classroom

The purpose of this research is to measure the foreign language anxiety level of students studying English in the third semester of the English Department. From the data obtained from the questionnaire survey were an overview of the summary of the students' responses in positive and negative statements is based on the description.



From the summary, the researcher founds a positive statement score: strongly agree (37); agree (89); neither agree nor disagree (128); disagree (36), and strongly disagree (7). Therefore, it can be concluded from affirmative statements that the highest score is "neither agree nor disagree" with a scores rate of 128, while the lowest score is "strongly disagree" with 7 scores. Further the negative statement scores: strongly agree (84); agree (257); neither agree nor disagree (282); disagree (128), and strongly disagree (41). Therefore, a negative statement has the highest score of " neither agree nor disagree " with 282 scores and "strongly disagree" has the lowest with 41 scores.

Range	Level	Result	%
124-165	Very Anxious	0 Respondents	0%
108-123	Anxious	13 Respondents	39%
87-107	Mildly Anxious	14 Respondents	43%
66-86	Relaxed	6 Respondents	18%
33-65	Very Relaxed	0 Respondents	0%
Total			100%

As can be seen from the above table, the main anxiety scale experienced by students occurs in "middle anxiety" with 43% in range (87-107), which means that many students have experienced was a little worry. The second-level anxiety experienced by students is “anxious” with 39% in range (108-123). Both levels are slightly different, with 14 respondents as "middle anxious" and 13 respondents as "anxious"

It concludes that the main level of student anxiety is "mild anxiety”, with 14 respondents, therefore, less than 50% of students feel less anxious when speaking in the classroom, but not relaxed enough. Also, 13 respondents are at the “anxiety” level. This means that students still feel anxious, nervous, afraid of making mistakes, and not confident about themselves when speaking English.

2. Factors that influence students' anxiety

To enhance the results of the questionnaire survey data, an excerpt from the interview were provided below. The questions raised in the interview were also narrated. To evaluate the factors of students' anxiety, the researchers did several debriefings with students in the third semester of UNISMA English Department. Selecting five students from the questionnaire as respondents have the highest anxiety level. The following questions were mentioned in the debriefing guide for the first time. Questions are asked one by one and then answered privately by the interviewee.

Followed by the general interview guide, which uses an eight-question guide adapted from Price (1991:103). The results of interviews on speaking anxiety in foreign language classrooms depict an overview of the students' learning experience.

3rd Student: *“saya lemah dalam berbicara dan grammar, saya merasa bahwa saya lebih rendah dari teman-teman dan membuat tidak percaya diri”. saya terlalu memikirkan grammar dan saya kurang percaya mulai dari kecil. Saya cemas waktu dilihat banyak orang saat berbicara. Saya juga takut merasa takut salah”* (I feel that my language skills are insufficient and my grammar is also very weak, lower than my friends, which makes me less confident. I thought too much about grammar and didn't have enough confidence in me when I was young. When my peers saw me talking, I was worried. Also fear of making mistake)

One of three out of five Participants revealed that they have excessive fears and unreasonable beliefs, such as considering negative things before practicing oral English, fear of being considered unfavorable by the audience, anxious sensitivity, and fear of becoming the center of attention. In addition, other reasons for oral English anxiety are fear of making mistakes, feeling embarrassed, feeling worried, thinking about negative feedback, and the expression of the lecturer, so they felt less self-confident.

Students generally like English classes. However, in the learning process, some aspects will interfere in the noisy environment or interference from outside other classes. Several of them revealed that when the lecturer suddenly appoints them to explain certain

content without preparation and lack of mastery of the material, they will feel worried and anxious.

2nd Student: *“saya sering merasa cemas, apalagi saat disuruh maju ke depan kelas. Saya merasa minim vocab, merasa malu saat di lihat banyak orang, dan saya merasa takut kalau salah bicara”* (I often feel anxious, especially when asked to come in front of the classroom. When my peers see, I felt embarrassed and makes me afraid of making mistakes.)

The excerpt from the student interview answers above indicates that students may feel anxious under certain circumstances. Most students feel anxious about oral activities, such as speaking before class, getting chosen by the lecture, or standing to the presentation. They also worry about grammar and pronunciation errors. Some students seemed to feel anxious when their classmates will be laughed at or negatively evaluate at them. Furthermore, it seemed that students could feel nervous whenever the lecturer presented with an unpleasant mood in the class. They started to feel uncomfortable, and they're not going to comprehend the concept. And then the researcher did data reduction, data display, and conclusion drawing, several factors were found, as follows;

a. Low self-esteem and learners' beliefs

Students also believe they either can't speak properly or comprehend the material. They also feel that they are not as competent as other students and their mates are better than them. These findings are consistent with the view of Horwitz et al. (1996) that specific assumptions about language learning often redound pupils' nervousness, tension, and feel unconfident in class. Marwan (2007) also found a similar result; low self-esteem is one of the main reasons for student's anxiety.

b. Speaking in front of the class

Pupils feel anxious to talk in English because when they speak English in front of the class, they lose self-confidence and forget the teaching materials. Horwitz et al. found similar results. (1986) he also noted that students are quite cautious of expressing

foreign languages during class. In addition, Lizuka (2010) found twelve points that provoke anxiety in the results of her research. the top second result is students feel anxiety and tension when they speak English in front of the class (e.g., presentation or group discussion).

c. Fear of making a mistake

The results support the discovery that another source of anxiety in the classroom is the fear of making mistakes. 17 students chose this. They feel anxious to speak English because when they make a mistake. Horwitz et al. (1986) showed that feeling uncomfortable when dealing with errors in the classroom, and worrying that they will make mistakes is a possible cause of student anxiety, and is considered the most heinous behavior in the classroom. Shaukat Anshari (2015) also concluded that fear of making mistakes, dominating hesitation, and expressing certain opinions is a problem related to students' oral anxiety.

d. Lecture performances

Several students claimed that just being appointed could cause nervousness. Another explanation is that students are awkward with the lecturers while they lecture in class. They are worried that they may be unfairly judged by lecturers and colleagues, which could reveal their shortcomings. Price (1991) pointed out that some lecturer increases students' anxiety, and this result is supported. Worde (2003) also found a similar result, that is, some teaching practices brought by teachers can cause anxiety.

CONCLUSION

This research shows that a high sense of restlessness will contribute to certain effects, including the insecurity of one's skills, the hardship of communicating in society, the failure

to participate in dialogue, and eventually being a consciously uncomfortable speaker. The level of students' anxiety in speaking English in the English class is at the mild anxiety level and There are at least four factors which are found in this study that has a big influence, they are, low self-esteem and students' beliefs, speaking in front of the class, fear of making mistake, and Lecture performances.

The suggestions for students with high anxiety scale results, it is necessary to reduce stress, anxiety, or tension in order to relax in the class. For example, reduce overthinking so that they can speak fluently. For lecture or teacher should create a more optimistic classroom environment to generate positive emotions, thereby reducing students' anxiety. Students who are satisfied and are neither stressed nor tense would find it comfortable to learn. And for further researcher, if students who have learned second language skills particularly in English are already nervous, or more or less anxious relative to other students, it is also possible to suggest further research on their anxiety level. Under different topics and environments, the results of this analysis may be at variance.

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