

STUDENTS' ANXIETY IN SPEAKING ENGLISH : A CASE STUDY AT ENGLISH DEPARTMENT OF UNISMA

Lailil Dian Lestari

(Mahasiswa Jurusan Pendidikan Bahasa Inggris FKIP Unisma)

Abstract : This article aims to know what factors may contribute to students' anxiety in speaking English and how the lecturers support and motivate the students in solving their anxiety in speaking English. The research design in this study is qualitative method with case study approach. The subject of this research is 1 female and 1 male English student with the highest anxiety in the 3rd semester of the academic year 2021/2022 at UNISMA. The data were gathered through structured interviews and questionnaire. The result of the study showed that limited vocabulary, students' belief about English language, ridiculed by peers, lack of preparation, less confidence, speaking in front of the class, incomprehensible input, and teacher personality were the eight factors that may contribute to the students' anxiety in speaking English. Moreover there are three methods employed by the lecturers to support and motivate the students in solving their anxiety in speaking English such as : applying mix language (code mixing and switching) in speaking class, mirror talk method, giving new vocabulary in every meeting and increasing vocabulary through movie.

Keywords: Anxiety, Speaking English, English Student.

INTRODUCTION

Anxiety is one of the social variables that makes student learning difficult. Tension, worry, and uneasiness will impair pupils' ability to learn to speak a foreign language successfully. It means that student with negative emotions like anxiety they will difficult to express themselves, often they avoid something that makes their mental down. According to another researcher, L2 students who are learning to speak a second language frequently display symptoms of worry, nervousness, and hesitancy. These emotions are thought to have a detrimental effect on verbal communication in the target language (Lababidi, 2016:88). Moreover Damayanti and Listyani (2020:167) state that

the students had symptoms that affected the heart and brain, so it made them difficult to concentrate and always feel anxiety.

From the student's point of view, based on the informal online interviews using WhatsApp with students in speaking class they assumed that speaking is a difficult skill language to master and apply for several reasons. First, lack of vocabulary and lack of practice leads to students' failure to develop speaking skills. When the students want to say something or answer a question, they didn't have some words in English. Sometimes, they know some words in English but they were reluctant to say them because since at first, they thought that they did not know the words. So, they feel nervous following the speech activity.

By paying attention to the students' anxiety, it is deemed necessary to know the anxiety of speaking English faced by the third-semester students of UNISMA. Indeed, this research is to find out the factors that contribute to students' anxiety in speaking English and how the lecturer support and motivates the students in solving this problem.

METHOD

This study employed the qualitative research method with a case study approach. A qualitative method was chosen because this study aims at providing insight into the case of language anxiety in English Education students of UNISMA, especially anxiety in Speaking English learning. Latief (2017:87) said that "a case study is one of the qualitative research methods used to study in-depth a unit of a person, a family, a social group, a social institution, or a community to understand the life cycle or an important part of the life cycle of the unit". The subject of this research is 1 female and 1 male English student with the highest anxiety in the 3rd semester of the academic year 2021/2022 at UNISMA. To determine the participants of this study, the researcher used purposive sampling to help the writer understand the phenomenon being studied. To obtain data the researchers used two data collection techniques, namely: questionnaires and in-depth interviews. Based on the framework of qualitative data analysis by Miles and Huberman (1994:10) the process of data analysis is classified into 3 stages : data reduction, data display, and conclusion drawing.

FINDINGS AND DISCUSSIONS

The data were gathered through a structured interview with two participants who were considered to be anxious in speaking English.

1. Factors Contributing to Students' Anxiety in Speaking English

Table 1

Interview	Participants Answers/Factors Contribute to Anxiety
1 st participant (Female)	- Asked to speaking English in front of the class (AF-TSP) - Limited Vocabulary (AF-SB/LO) - English is difficult (AF-SB/DF) - Ridiculed by peers (AF-SR) - Studying less (AF-SLK) - The way teacher acts and behave (AF-TP) - Feel other students are better (AF-SB/LO) - Don't understand what lecturer said (AF-TII) - The teacher mostly using English (AF-TII)
2 nd participant (male)	- Limited vocabulary (AF-SB/LO) - English is difficult (AF-SB/DF) - Less confidence (AF-SB/LO) - Asked to speaking English in front of the class (AF-TSP) - Ridiculed by peers (AF-SR) - Lack of preparation (AF-SLK) - Studying less (AF-SLK)

Table 1 shows some aspects might bother the participants during speaking English. They also told about their fear of making mistakes and being ridiculed by peers. When the researcher asks why they feel so anxious, the participants responded that they feel anxious when they do not understand what the lecturer said, limited vocabulary and grammar knowledge, suddenly the lecturer asks them to speak English in front of the class meanwhile, they feel less confident to speak up and are not prepared enough. They also thought that other students were better than them. The following are the participants' responses :

Student 1 : "Because I have limited vocabulary and grammar knowledge, sometimes I feel worried do not understand what lecturer said then my lecturer ask me to speak in English I feel nervous, confuse, panic, and I don't know what should I do, furthermore I

feel the others were better than me because I see they speaking English fluently without any obstacle”.

Student 2 : “Unfortunately, a beginner like me needs to work hard to know the meaning of each word in English. I am not confident when my lecturer asks me to speak English in front of the class and I think I am not good at pronunciation. When I try to speak some words in English I always ask myself if the pronunciation is correct or not. I feel worried if I make mistakes in pronunciation and I will be shy. All anxiety that I feel, maybe I didn’t prepare myself enough before I join the class”.

Furthermore, the writer asked how people react if someone makes a mistake. They responded that their peers will laugh, and also half of them just quiet or ignore it. Student 1 : *“I am so shy when I make a mistake, some of my friends laugh at me secretly and the others just ignore me. It makes me feel mentally down”.*

Student 2 : *“ When I am ridiculed by peers because I make a mistake, I feel a little bit depressed as if I’m the only one who made a mistake”.*

The researcher also examined the participant’s beliefs about the English language. they said that English was difficult because English is not their mother tongue but English is a foreign language so, they need to work hard to know each word to understand what is being said in English.

Student 1 : *“I think English is difficult because it is a foreign language, I need to explore a lot of vocabulary to speak English fluently. In my daily life, I often speak Javanese to communicate with others and I think Javanese is easier to say than English”.*

Student 2 : *“In my opinion, English is a difficult language because it's not our language I should memorize some words to speak English fluently in real life I use Javanese and Indonesian languages to interact with others”.*

Further, the researcher asked about what makes them feel uncomfortable speaking English they responded that the way the teacher acts and behaves such as harsh threatening, the teacher mostly using English, and so on. A student with anxiety needs support to help them more confidence in speaking English.

Student 1 : *“ I feel restless when the lecturer mostly uses English in giving explanation and I don’t know what is being said in English because there are some words that I don’t know the meaning of”.*

Student 2 : *“ when I speak English I always feel less confidence, I am afraid if I make a mistake too much and sometimes I feel nervous when my lecturer always asks me to speak English fluently continuously in front of the class”.*

2. The Lecturers Support and Motivate the Students to Face Anxiety in Speaking English

this below the data compiled from participants of interview :

a. Applying Mixed Language in Speaking Class

Students sometimes utilize mixed language as a speaking tactic when practicing English in everyday situations. It's a frequent speaking strategy. To a considerable part, mixed language serves to encourage pupils to communicate their ideas, comment on, or respond orally to anything. Learners can combine solitary words or grammatical constructions from the target language. This is based on the fact that the students often speak English mixed with Indonesian.

Student 1 : “ Based on my opinion, applying mixed language method in speaking class can help student easier to understand what being said in English because not all of the student has a good bank vocabulary”

b. Practicing Speaking English in Front of the Mirror

The participant told that they feel less confident when they ask to speak English their lecturer suggests they frequently practice English in front of the mirror. According to participants practicing speaking regularly in front of the mirror to increase self-confidence is the easiest alternative, they can talk about anything in front of the mirror while justifying their style of speech and intonation.

Student 2 : “ At the first time I try this method, it looks like something weird because I practice speaking by myself in front of the mirror. This method can help me to increase my self-confidence, besides that, I can see my expression in the mirror”.

c. Giving New Vocabulary in Every Meeting Class by the Lecturer

Based on the result of an interview with the participants because they have limited vocabulary and it will disturb them in speaking activities giving new vocabulary to the students is very useful for them to improve their vocabulary knowledge. They can memorize and apply it every day, they also believe that the more they learn new vocabulary, it will help them to intensify their speaking skills and reduce their anxiety.

Student 2 : “ Support from the lecturer is important for the student such as always giving new vocabulary at the end of the class then the student can learn and memorize it. after that, they can apply new vocabulary in speaking class”. It means that giving new vocabulary can help the student to upgrade their vocabulary.

d. Increasing Vocabulary Knowledge Through the Movie

Language skills require adequate vocabulary mastery. It determines a person's quality in language, without sufficient knowledge of English vocabulary, students will not be able to convey or receive messages effectively. Using English movies, students have the opportunity to develop an ability to observe all objects that are involved in the process, and also it can create a pleasant atmosphere. In other words, students will not be bored and more enthusiastic about learning English vocabulary.

Student 1 : "Learning vocabulary by watching a movie is a good method and these activities make the students more excited they don't feel bored during they join the lesson. In this case, students focus on the movie first to analyze some words and they take notes of every difficult vocabulary after that the lecturer asks them to mention and speak up the difficult vocabulary with good pronunciation together".

DISCUSSION

Generally, the present study confirms that anxiety was not only come from students themselves but also from the lecturer next support and motivation from the lecturer confirms that can help students to reduce their anxiety in speaking English. Based on the findings could be classified as follows :

1. Anxiety Factors From Students

a. Limited Vocabulary

From the data interview, the participant told that students with limited vocabulary will be easy to anxious and nervous when they interact and speak with anyone else because they don't have a lot of bank vocabulary to express some words in English. They also realize that vocabulary is the main key in speaking unfortunately they difficult to learn new vocabulary because they should know the meaning and memorize it. Most of them often feel hard to concentrate to remember some words when they try to speak English Zhiping & Paramasivan (2013:6) also reported that Iranian and Algerian students felt frustrated and anxious when they make mistakes in speaking and can not find the right words, they also prefer to quiet or not to talk something because they don't know much about vocabulary and grammar knowledge. A similar result was found by Woodrow (2006:322) argue that student feels worried and anxious when they become start communicating with their lecturer, peers, the general public, and native speaker because they worry about making mistake in grammar.

b. Students' Belief About English Language

As far as we know English is the international and popular language in this modern era, but not all people agree that English is easy. From the interview the participant told that English is difficult because English is a foreign language and they do not usually apply it in their life, they often use their mother tongue or Indonesian language when they communicated with each other. Moreover, they admitted that they had a problem with their vocabulary and believed that to understand what is said in English they should know the meaning of each word. A similar result was found by Umisara et al (2021:497) argue that there were several obstacles students faced in terms of speaking ability, such as English was difficult in terms of understanding the word meaning, grammar, information, and pronunciation. Furthermore, they think that the other students were better than them and they can not speak English fluently or correctly because they feel less competent in other words they had low self-esteem.

c. Ridiculed by Peers

Another factor that greatly contributes to the participant's anxious feeling is unsupportive manner like being ridiculed by peers. They all were very concerned about being laughed at by others. Indeed most students were likely to laugh at their peers or choose to keep silent when they made a mistake. The worst thing was the students who made mistakes just started to lose their focus. Moreover, they feel such as squirming, stammering, or stuttering. They looked so disturbed, worried, and even sweating. A similar result was found by Umisara et. al (2021:500) stated that the students were afraid of making mistakes in speaking English could make them feel embarrassed due to being laughed at by other students. This occurred because the students did not understand English well, were afraid to come forward, and were accustomed to using Javanese.

d. Lack of Preparation

Lack of preparation is also a factor that may contribute to students' anxiety in speaking English based on an interview the participant confessed that they feel panic, nervousness, and anxiety about the test or speaking practice it happened because they were studying less sometimes they blamed themselves for a mistake. Furthermore, Woodrow (2006:320) state that student feels anxious when they do a presentation in front of their classmates this activity student should be more active to speak up they also confess their anxiety because of a lack of practice speaking as many times.

e. Less Confidence

From all of the explanations above, the other factor that may contribute to students' anxiety is less confidence. Based on the result of the interview the participant told that

when they speak English they seem less confident than others, they were afraid can not speak English fluently or correctly they are apprehensive about their pronunciation, and also they often feel nervous and brain fog or feel hard to remember some words it causes by limited vocabulary. A student with less confidence they difficult to deliver messages in speaking English. As stated above, Rubio (2007) states that less confidence can affect a person's success in achieving something. Student who is competent in learning English but thinks that they are not successful in the class lack self-confidence, one's confidence in realizing the goal of language learning is related to one's development of speaking skills. The center of self-confidence is cognition therefore, the success or failure of a person is felt cognitively.

2. Anxiety Factors From Teacher (Lecturer)

a. Asked to Speaking English in Front of the Class

The participant state that they get nervous, and panic when their lecturer asks them to practice speaking English in front of the class. Often, they feel anxious when the lecturer called their name and suddenly gives some questions to them. When they can't answer the question they feel confused, quiet, getting mentally down, and unable to say any words in English also they fear being negatively evaluated by both lecturer and peers which can expose their inadequacies.

Zhiping and Paramasivam (2013:6) also noted that students are afraid of negative evaluations not only from teachers but from their peers as well most of them worry about correcting in public, being humiliated, and also anxious about the opinion and judgments of others.

b. Incomprehensible Input

According to the participant don't understand what the lecturer said may also contribute to their anxiety. The participant gets so bothered when they don't understand the material given by the lecturer. it might be happening because of several factors such as the lecturer speaking too fast, and also an unclear explanation. Meanwhile, they fear don't understand all the language input which simply increased the probability of their failure. In addition, sometimes the lecturer mostly uses English in speaking class the student feels intimidated it caused of limited vocabulary and feels confused when there is a new vocabulary that they don't know the meaning of.

c. Teacher Attitude and Personality

Teacher attitude and personality also have an important role in all aspects. This part describes there are factors from teacher attitude and personalities may contribute to

students' anxiety. The participant told that students feel worried and panic when their lecturer gives them an oral test or quiz suddenly, they don't have preparation good enough and also they got anxious when the lecturer overly criticized students' mistakes or harsh corrections. In this case test anxiety was influenced by fear of failure and fear of making errors the student was afraid to fail and also worried about making mistakes sometimes they feel a lack of ability in speaking English and were afraid of getting a bad score, next when the students speak up, the lecturer emphasized them to be fluently in English pronunciation, the participant confesses that sometimes it is not easy to do because they assume that English is difficult and they need to more practice in speaking English. This finding is also consistent with Umisara et al. (2021:502) arguing that students who felt anxious in the speaking test would fail their test. They felt nervous about speaking tests in front of the class it made them perform less due to being unmotivated, stressed and also test anxiety had a greater impact on students' psychological such as being fearful of being punished, tested, getting the low achievement, being scolded by their parents, and not promoted to the next grade the student often feel pressured and forced during speaking English.

3. The Lecturer Support and Motivate the Students to Face Anxiety in Speaking English

Based on the result of interview with the participant there are 3 methods can reduce anxiety in speaking English such as :

a. Applying Mix Language (Code Mixing and Switching) in Speaking Class

Anxiety not only comes when a student practices speaking, but also anxiety comes from classroom activity as the lecturer gives explanations only using full English language some students feel difficult to receive the theory because they have limited vocabulary. A participant told that the implementation of code mixing and switching can help a student understand receiving material from the lecturer and also code mixing and switching can help students in communication.

Supiastutik and Rudianto (2014:88) state that applying of bilingual strategy can help a student to cultivate and rising their self-confidence the student more be brave to communicate with others and feel safe when they are in an environment that uses two languages that they understood. Asrifan & Syahrir (2014:12) also noted that there are some reasons why code mixing and switching are employed in learning such as: to make a student easy to understand in receiving input from a teacher also to make the teacher and students close to one another, provides strong indication for the student to have

greater faith in English, help the student to have understandable feedback, to make a student understandable in difficult vocabulary when they doing interaction of the class, to help student more confident to answer the question from the teacher.

b. Practice Speaking in Front of the Mirror (Mirror Talk Method)

In an interview, the participant admitted that speaking activities often trigger their anxiety, especially in “self – confidence” they prefer to be silent and do not contribute at all to prevent the greater anxiety they face for the student with beginner level will be more difficult to express themselves based on the participant mirror talk method can help to increase their confidence in speaking in this mirror talk activities the student tries to say some English pronunciation and demonstrate it in front of the mirror the result obtained from the implementation of this method is mirror talk can provide the benefit of reducing their anxiety when they doing a presentation their performance is much better than before. Moreover, a large number of students stated that practicing speaking in front of the mirror had positive such as increased self-confidence, be able to reduce anxiety, improve speaking skills, and also the student has better self-preparation than before Pale & Kamlasi (2021:37).

c. Increasing Vocabulary Through Movie With English Subtitles

The key to mastering a language is vocabulary and mastery of vocabulary is very important to building a meaningful understanding of language. A student with limited vocabulary will difficult to communicate with other people, and express their feelings, opinion, and criticism sometimes in speaking activities the student wants to feel a different learning experience it's mean that to prevent the student feel fed up and make a learning process more lively, enjoyable, not monotonous, and they become excited according to participant applying strategies and methods in speaking class is an effort and important to reduce anxiety, a student often become more passive and afraid to contribute actively in speaking class when they in an uptight classroom situation. They think learning vocabulary through a movie with subtitles is a good activity to support them more survive in English from the movie they get a wide insight and some new vocabulary. A similar result was found by Hestiana and Anita (2022:50) revealing that watching the movie with subtitles is very useful and fun it's because not only listen but also can see the interesting visuals watching the movie with subtitle have benefit impact such as: can help the student remember vocabulary easily as long as they are focused, serious, and consistent in watching, a student can find slang and proverbs, also can help the student to improve their English skill and vocabulary understanding meanwhile,

sometimes there is a mismatch between vocabulary and subtitles because the actor or actresses speak too fast.

CONCLUSION

Based on the research finding the writer can conclude that :

First, factors contribute to students' anxiety in speaking English including factors from the teacher (lecturer) such as: being asked to speak English in front of the class, incomprehensible input, teacher attitude, and personality. Moreover, anxiety factors not only come from the lecturer but also come from the student themselves such as limited vocabulary, students' belief in the English language, ridicule by peers, lack of preparation, and less confidence.

Second, the writer also examined how the lecturer supported and motivate the students to face anxiety in speaking English below the data compiled from participants of interview: applying mixed language in speaking class, practicing speaking English in front of the mirror, giving new vocabulary in every meeting class by the lecturer, and increasing vocabulary knowledge through the movie.

The experience of the students provides a great deal of information about students' anxiety in speaking English and also how the lecturer supports them to solve their problems. Therefore it is important to use their insights to create a more relaxing environment.

SUGGESTION

Based on the result of this study, several suggestions can be made to reduce anxiety in speaking English.

First, for the students in this study, the researcher found that limited vocabulary can contribute to students' anxiety. Vocabulary is the key for someone to express and explore anything when they want to speak in another language so far, limited vocabulary can make student worry and are not brave enough to speak in another language especially in English so, the researcher suggests the students that they should upgrade their knowledge to make their English is good and get a lot of vocabulary by reading a book, join English course, make some note for difficult words then try to memorize, and so on. Then lack of preparation will make a student in trouble and it is something crucial they will feel anxious at that time because they often not already to join the lesson so, to get a good preparation the researcher suggests to the students don't wasting time for something

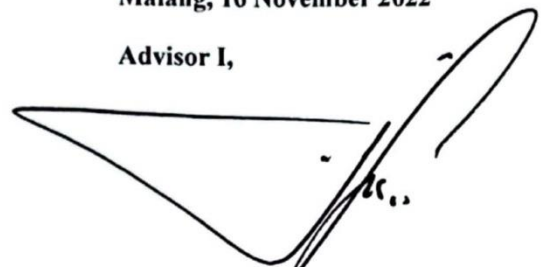
not important and make the time more valuable. Moreover, not all people have good confidence, and most important to build self-confidence in students themselves when they speaking and the student they shouldn't have to think too much about the evaluation because the evaluation is a part of the learning process to make us better than ever to build self-confidence in speaking the researcher suggest to often do practice as many times.

Second, for stakeholders or lecturers a good environment, support, and motivation from the lecturer are needed for the student to be always excited in speaking so, the stakeholders or lecturer should have an interesting method of teaching.

The last, for researcher in this study, the researcher found several obstacles when conducting research during the pandemic online via WhatsApp such as the lack of enthusiasm of students in filling out questionnaires, a poor network that could hinder the smooth running of online interviews with participants, and also researchers could not conduct research by offline in the field so that the data extracted not maximal. From the explanation above the researcher can suggest that conducting online research does not always have a bad impact but also does not always have a good impact on the finding research and need to consider so that the data obtained can be maximized.

Malang, 16 November 2022

Advisor I,

A large, stylized handwritten signature in black ink, slanted upwards from left to right, crossing over the printed name and ID number below it.

Prof. Drs. H. Junaedi Mistar, M.Pd., Ph.D
NPP. 196704031992031002

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