

A STUDY OF SPEAKING ANXIETY FACED BY NON-ENGLISH DEPARTMENT STUDENTS AT EFL CLASSROOM AT UNIVERSITY OF MALANG.

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ABSTRACT

This research aims to examine whether types and factors of speaking anxiety faced by non-English department students at EFL students influencing a study in speaking anxiety. The research problem focuses on the types and the factors of speaking anxiety of non-English department students at University of Islam Malang. The participants of this research were 30 students of fourth semester students' which taken by using random sampling which consist of 15 students from Mathematic Education Department and 15 students of Faculty of Economic and Business. In this study, the researcher used two kinds of instruments to collect the data, used a questionnaire. The questionnaire was adapted from Classroom Anxiety Scale (FLCAS) developed by Horwitz (1986). It indicated that 25 students in general have speaking anxiety, and six of them, have the highest level of speaking anxiety. The conclusion of this research showed that the 25 students have anxiety, and most of non-English department students in 4th semester in University of Islam Malang, is trait anxiety and test anxiety. The researcher provides some suggestion for students, more believing in yourself it can reduce the anxiety, being more relaxed in dealing with English, slowly but surely.

Keywords: Speaking Ability, Speaking Anxiety, EFL.

INTRODUCTION

Speaking skill is an opportunity to give our ability to communicate well. These skills enable the speakers to communicate a message in an enthusiastic, caring, persuasive manner, speaking to offer assistance and ensuring that there will be no misunderstandings for who listen. Speaking is one of the most important English skills, because speaking is the way we communicate every day. Through speaking, people can express their opinion, ideas, and feeling to others. Irsyad and Narius (2013) also argued that one of the English skills that have to be mastered in learning is speaking. These days, speaking can be a challenging errand for numerous students since it requires interaction. English is challenging in itself because, English is not used for daily communication, infact it is rare to use English as a communication tool, so it is not surprising for us to find a lot of EFL students who cannot speak English. There are so many factors and reasons that make students afraid to communicate using English.

Maher and Al (2016) discovered three problems with students' speaking, including anxiousness, fear of making a mistake, and lack of confidence. The students find it challenging to speak in English as a result of this situation.

From my own experience, and the student's problem when speaking English are, fear of make a mistake, how their friends react when someone get a wrong pronunciation, lack of understanding in Grammar, shyness, and there are still many problems occurs during the students practice speaking English.

A few researchers have suggested descriptions for language anxiety in foreign languages. Anxiety may be a common mental state that includes the feeling of being shocked that is occasionally uncontrollable (Javed, Eng, Mohamed, & Sam, 2013).

Based on the result of study by, MacIntyre and Gardner (1991) stated that speaking a second language was the most common anxiety experienced by students and students' anxiety experienced in using speaking skills as engagement to build self-confidence. Majority of the students felt difficult to speak English caused by being nervous, less vocabulary, shyness and afraid of mistake, so the students decided to keep quiet, even though they afraid to speak English. There are several variables of anxiety that hinder and avoid this anxiety from performing well in speaking in the classroom, such as "communication dread; test anxiety; and fear of negative evaluation" (Horwitz, and Horwitz & Adapt, 1986, p. 127.).

In several ESL/EFL classrooms, language teachers ask students to come up and try to answer the questions that have been asked, or to do their presentations. Most of the students feel difficult and students begin to feel anxiety. So, Worde (1998) believes that trait anxiety could be a part of a person's character and it is steady clutter. As stated by Khomarudin (2012) that in the EFL classroom, the majority of students hope to understand and produce speaking in English. Fluency and Understanding is the form of creating a good English communication in the learning and teaching process. Non-English department students itself can be defined as students whose first language is not English. The process of learning a foreign language is heavily influenced by the learners' weaknesses, including their lack of motivation or their proficiency in the fundamentals of the English language, such as vocabulary, grammar, pronunciation, and other skills that can support their mastery of the language. This is especially true for non-English speakers learning English.

From the problem the previous study that have been explained above, the researcher wants to know the speaking anxiety of non-English department students, and the researcher will conduct the study to find out what are the types and factors of speaking anxiety, and also the strategies to solve the anxiety when they try to speak English

METHODS

In this study, the researcher used descriptive qualitative method due to the fact, have a look at focuses on the analysis or interpretation of the written material in context. According to Slamet Riyanto & Ary (2010:424) said that the qualitative inquiry offers with statistics which can be inside the shape of phrases or snap shots rather than number and records.

Sheman and Webb (1988) assume that qualitative method is concerned, with meaning as they seem to or are carried out by person in lived social conditions. Meanwhile, Bogdan and Biklen (1982) stated that qualitative research is descriptive, which mean the information is accumulated in the form of phrases or photos as opposed to numbers.

According to Maykut and Morehouse (2005), qualitative studies are designed to investigate what can be discovered about an interest phenomenon, particularly a social phenomenon in which people are the participants. The focus of qualitative research is on how people interpret and give meaning to their experiences in order to understand people's social realities. Open ended surveys, interviews, diaries, notebooks, observations, and immersions in the classroom are used to gather, look over, and assess data for content analysis of visual and textual resources as well as oral history. Zohrabi (2013). Sugiono (2010:117) claims that

population is a geographic generalization that clarifies the object or subject and clarifies the standard and parameters established by the researcher. Arikunto (2010:183) defines sampling as the process of choosing a sample by obtaining a subject for a particular objective. A sample, according to Ary (2002:163), is a subset of the population.

This study was carried out at the University of Islam in Malang. The participants in this study were non-English department students in the University of Islam Malang's fourth semester. 30 students made up the sample for this study, which was chosen at random. The sample was made up of 15 students from the faculty of economic and business and 15 students from the department of mathematics education. In particular, the researcher found that it was very important to organize the speaking anxiety for the fourth semester to know the factor and the types of speaking anxiety, among non-English department students at Universitas Islam Malang.

In this study, the researcher used two kinds of instruments to collect the data, they are questionnaire, to assess speaking anxiety of non-English department students. This questionnaire was adapted from the Classroom Anxiety Scale (FLCAS) developed by Horwitz (1986). To avoid misunderstanding among participants, the whole items' questions were translated into Indonesian in order to make it easier for the students to answer the questionnaire. The result of the questionnaire, which served as the research's final test, are as follows:

The researcher used a questionnaire adopted from Classroom Anxiety Scale (FLCAS) developed by Horwitz (1986). Denscombe (2007) explains that questionnaire is the way to collect the data by using several questions that have been made to gain the information. In this research, the speaking anxiety questionnaire is adapted from the Classroom Anxiety Scale (FLCAS) developed by Horwitz (1986). The complete version of questionnaire can be seen at (Appendix 1). The researcher has collected the data based on its procedures as follow:

Table 3.1 The items of questionnaire are to design to survey the type of speaking anxiety:

No.	Category	Statement
1.	Trait Anxiety	1-11
2.	State Anxiety	12-23
3.	Specific-Situation Anxiety	24-33

Source: Rappe & Lim (1992)

Table 1.3 explains that every statement on the first appendix was subjected to a percentage and count of students who answered "Strongly Agree," "Agree," "Undecided," "Disagree," and "Strongly Disagree" (Appendix 1). The "Likert Scale," which ranges from 1 for "Strongly Disagree" to 5 for "Strongly Agree," was used to ask the students to rate each item. The final researcher presented the percentage of learners' speaking fear through qualitative data collection. This survey is intended to gauge and categorize students' levels of anxiety.

Table 3.2 The items of questionnaire are design to survey the factors of speaking anxiety:

Category	Statement
Verbal Communication	1, 4, 14, 15, 18, 24, 27, 29, 30, and 32
Test Anxiety	3 5, 6, 7, 11, 13, 17, 23, 25, 26. 28, 31, and 33.
Fear of Negativity	2, 3, 8, 9, 10, 12, 16, 19, 20, 21, and 22
Personal Factor	4, 7, 13, 14, 15, 19, 20, 23, 24, 29, 31, and 33.

Source: Aida (1994), Perez-Paredes and Martinez-Sanchez (2000-2001) and Toth (2008)

In order to gather the data for this study, questionnaire was used. The researcher took some step during the data collection process. The researcher's first step was to select a random sample of non-English department students at University of Islam Malang. Based on random sample, 30 respondents from 2 faculty were selected. The next step is to give the subjects access to the Google Form based questionnaire. The respondents were asked to select their speaking anxiety strategy.

Students were required to rate each statement from 1 to 5 on a "Likert Scale" ranging from 1 for "Strongly Disagree" to 5 for "Strongly Agree". This FLCAS was used by multiple researchers to work on the same line. The original version of FLCAS he was developed by Horwitz in 1986. The students were asked of the respondents in order to identify their anxious types. They were asked to respond to 33 questions in the best possible way that matched their anxiety. After collecting the data instruments, the researcher used Google Form to analyze the percentage of the data from the questionnaire, and input the score using Microsoft Excel, to find out what kind of student's factors and types of speaking anxiety they have. The researcher also analyzed the data by SPSS using frequency to find the range and, it grouped into few levels of anxiety, we just subtract the highest score, and the percentage of the factors and the type anxiety of non- English students by the formula.

Table 3.3 Horwitz, E. K., Horwitz, M. B., & Cope, J. (1986). Foreign Language Classroom Anxiety. The Modern Language Journal, 70(2), 125-132.

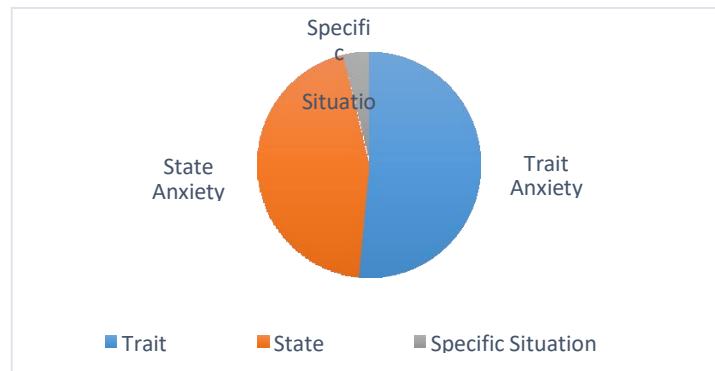
Range	Level
124-165	Very Anxious
108-123	Anxious
87-107	Mild Anxious
66-86	Relaxed
33-65	Very Relaxed

FLCAS Anxiety Scale Horwitz, And Horwitz & Adapt, 1986, P.127

RESULT

In this part, the researcher elaborated on the finding that answered the research question: (1) What types of anxiety are faced by non-English department students at University of Islam Malang? (2) What are the factors of speaking anxiety of non-English department Students at University of Islam Malang?

The cycle below showed the percentage of types of speaking anxiety.



From the data above, Specific Situation Anxiety, it placed the lowest percentage of the whole types of anxiety. These types of anxiety include numbers 24-33. There were 4% of students who have Specific-situation anxiety. Specific situation anxiety appears just for a second, because they can manage their feelings. Just a few students feel worried about making mistakes in English class, but apparently, they can manage it, by doing their best. Sometimes, they also think about something unrelated to the lesson, to reduce nervousness.

For State Anxiety, it's the middle percentage of the whole types of anxiety.

The average of the whole statement is 45% students. The types of anxiety include number 11-23. They are rarely feeling the pressure and anxiety is only temporary once they do, they will not feel the anxiety. Sometimes they feel anxious when they are about to take a test, when the teacher will correct the result of their work, or when they will come forward to present the result of the discussion in front of the class.

For the last, it shows that Trait Anxiety placed the highest percentage. These types of anxiety include number 1-10. There were 51% students who have trait anxiety. Most of non-English department students often feel pressure and anxiety, they cannot manage their worries in these kinds of moments, which means that they worry about something that may not happen. They always feel trembling, insecure, not confident, and afraid to do something.

The Types of Speaking Anxiety of Non-English Department Students

To determine the different types of speaking anxiety, the researcher employed a questionnaire. The non-English department students who gave complete answers to the questionnaire and served as the study's respondents. Thirty students responded to the questionnaire. The responders can select from a variety of responses to the questions, including strongly agree, agree, uncertain, disagree, and strongly disagree. To find out the types of anxiety of students when speaking, the research assesses and categorize each student based on their responses in the FLCAS questionnaire, the results can be seen in the table below:

Table 4.2 The Result of The Range Level of Anxiety

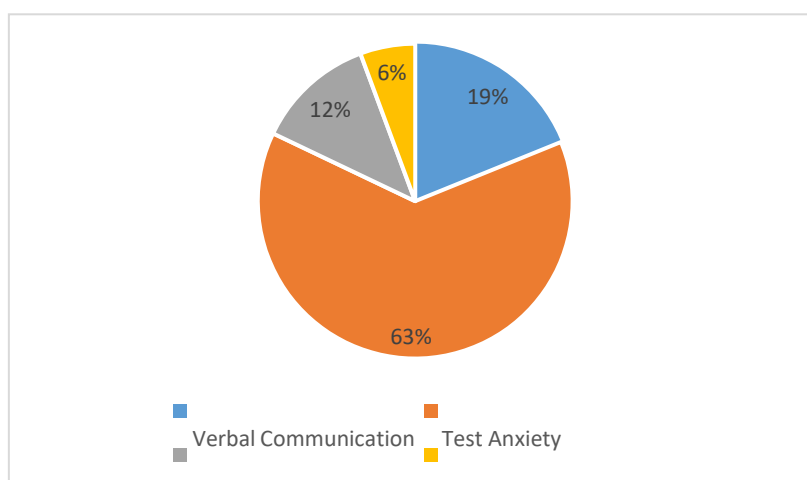
Range	Level	Result
124-165	Very Anxious	6 Respondents (20%)
108-123	Anxious	5 Respondents (17%)
87-107	Mild Anxious	14 Respondents (47%)
66-86	Relaxed	5 Respondents (17%)
33-65	Very Relaxed	-

Based on the table result of non-English department student's scale that can see in 2 appendices, the researcher found 6 respondents (20%) who had very anxious level of anxiety with range score of 124-165, 5 respondents (17%) who had anxious level of anxiety with range score 108-123, 14 respondents (47%) who had mild anxious level of anxiety with range score 87-107, 5 respondents (17%) who had relaxed level of anxiety with range score 66-86, then students who had very relaxed level of anxiety is nothing. After distributing the questionnaire to 30 respondents, the result is that there are 25 students who have anxiety, and the researcher just focuses on the 25 students who felt anxiety.

DISCUSSION

This research was made to investigate the factors and type of speaking anxiety. This research was conducted the respondents of the research by non- English department students at 4th semester at Universitas Islam Malang. The researcher explains the result of the questionnaire. The questionnaire was adapted to FLCAS by Horwitz (1986). It consists of 33 statements which have been categorized into three types of speaking anxiety, such as trait anxiety, state anxiety, and specific situation anxiety.

The cycle below showed the percentage of factors of speaking anxiety.



It is in the line that, test anxiety is the aspect that effects non-English department students the most. it shows that Test Anxiety placed the highest percentage, with the average of the whole statement is 63% students. These factors of anxiety include number 2, 3, 8, 9, 10, 12, 16, 19, 20, 21, and 22. It makes sense because, according to Dawood (2016) test anxiety means psychological conditions of students, where they get pressure before and during take an exam. Verbal communication can be the second factor in what they feel it's the middle percentage of the whole types of anxiety. The average of the whole statement is 19% students. These factors include number 1, 4, 14, 15, 18, 24, 27, 29, 30, and 32.

According to Woodrow (2006) communication anxiety have negative effects on social interactions, socializing, or the workplace. They are afraid to speak because of the lack of language skill. Fear of Negativity is in the third place of percentage from the whole factors of anxiety. These factors of anxiety include number 5, 6, 7, 11, 13, 17, 23, 25, 26, 28, 31, and 33. There were 12% students who have fear of negativity. It makes sense because they are afraid to receiving negative judgments from others. For the last, it shows that personal factor placed the lowest percentage. These types of anxiety include number 4, 7, 13, 14, 15, 19, 20, 23, 24, 29, 31, and 33. There were 6% students who have personal factor anxiety. They have to interact with some different human beings in their non-public lifestyle. In addition, according to Suciati (2020), she explained that speaking categories found in EFL classroom or speaking on professional context are trait, state, and specific-situation anxiety. In addition, according to Suciati (2020), she explained that speaking categories found in EFL classroom or speaking on professional context are trait, state, and specific-situation anxiety.

In addition, the current research has the similarities with the previous studies conducted by (Goldberg (1993, cited in MacIntyre 1999), if people who have high levels of trait anxiety, most of them always feel nervous and cannot manage their emotions. Students feel anxious every time they learn a second language. Trait anxiety can be defined as the possibility of an individual being anxious in any situation, (Spielberger, 1983) Students with high trait anxiety will tend to be anxious in any situation, some situations will trigger individual anxiety. In addition, Eyesenck (cited in MacIntyre et al. 1991) stated that trait anxiety can damage cognitive functions in one's memory, and direct people to avoid dangerous behaviour.

According to Ellis (1994), Trait anxiety is as a more permanent predisposition that can be anxious in any situation. It can be said that it is an aspect of personality or character. While trait anxiety is permanent since it refers to an individual character (Pappamihel, 2002:330). In this study, the researcher concluded that most of non-English student department student in the 4th semester in University of Islam Malang is trait anxiety, and the researcher has conducted the factors of anxiety is get a test anxiety.

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CONCLUSION

This research was conducted to investigate the types and factor affecting the speaking anxiety experienced by non-English department students in the 4th semester in EFL classroom. According to the result in the previous chapter, the research has found the types and the factors of speaking anxiety, which are experienced by most non-English department students in the 4th semester.

Based on the data analysis and the result of the study, the researcher can conclude that the 25 students have anxiety, and most of non-English department students in the 4th semester in University of Islam Malang, is trait anxiety. It can be seen to the data, in the previous chapter, the types of anxiety they often experiences is trait anxiety. The researcher has conducted trials using a questionnaire and got 25 students who have anxiety and the researcher just focus on 25 students who felt anxiety, and the researcher got 6 students who have high anxiety, and try to find out more about the factor of anxiety they experienced. For the factors of speaking anxiety, the researcher has conducted almost all non-English department students get a test anxiety.

SUGGESTION

1. For Students

Based on the finding, each student definitely has anxiety feelings in different responses and level. For students who have high anxiety, starting from believing in yourself can reduce anxiety, besides that, being more relaxed in dealing with English, slowly but surely. Do not be afraid to ask something that feels confusing, and most importantly the cooperation between the teacher and student in the class. It can also motivate the students to start speaking in English. If students make a mistake, it is a normal thing, do not worry, because we can know what is the right, because we learn from mistakes.

2. For Further Researcher

The researcher wishes that the future research can make better research about speaking anxiety outside the scope of English class, and develop the research with other English skill. The researcher can continue the research by making deeper, by add interviews as additional information, and getting deeper information about anxiety.

3. For English EFL Speaking Teacher

The researcher hopes that the results of this study can be an evaluation to improve the English skill especially for speaking skill. The finding of this study found that the difficulties faced by the students is try to communicate with other people. The teacher should give a chance and give opportunities for students to try and express their idea without afraid of making a mistake.

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