

STUDENT'S SELF-PERCEIVED PRONUNCIATION, ANXIETY, AND THEIR SPEAKING PERFORMANCE IN EFL CLASSROOM

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Abstract: This study looks at how English as a Foreign Language (EFL) students perceive their own pronunciation and how that affects their speaking performance and anxiety levels. It aims to answer three fundamental questions: How do pupils rate their own pronunciation when speaking English? What is the amount of nervousness that EFL students feel during speaking activities? To what extent do self-perceived pronunciation and anxiety predict students' speaking performance? By analysing these features, the study hopes to shed light on the complex interplay between pronunciation, anxiety, and performance in EFL contexts, ultimately generating insights that may be used to inform instructional tactics and improve students' communication abilities. The findings highlight the importance of considering psychological factors such as self-perceived pronunciation and anxiety when teaching English.

Keywords: Anxiety, English for Young Learners Classroom, Pronunciation, Psychological Factors, Language Amxiety, Speaking Performance

INTRODUCTION

Speaking components involve fluency, grammar, vocabulary, and Pronunciation. Pronunciation is an essential aspect of speaking. Pronunciation is crucial in how well students can convey their thoughts and ideas, while anxiety can hinder their confidence and fluency in speaking (Nunan, 2003). According to Arianti (2021), students' self-perceived Pronunciation, or how they feel when speaking English, can significantly influence their confidence and

willingness to engage in class. On the one hand, students who believe that they are poorly pronounced can experience increased worry, which can compromise their performance.

On the other hand, students who believe their Pronunciation is good may feel less fearful and perform better in class. Psychological factors can affect the students speaking performance. Psychology is the study of how people think and interact with their surroundings. According to Souisa, T. R., & Gaite, C. (2020), Psychology is the most crucial factor in the success of most EFL students' English-speaking performance. Psychological variables affect how a person thinks and behaves, influencing their decisions. *Psychological variables* are issues that frequently involve emotional or physical health. Using the above statements, the researcher concluded that psychological elements influence students ' thoughts, perceptions, emotions, behavior, and anxiety when speaking English. Psychology deals with human behavior and experience.

Self-perceived Pronunciation is influential in speaking performance. Anxiety is a feeling of a panic attack. This is an emotional reaction that occurs when talking. Anxiety is one of the negative emotions that can interfere with students' efforts to learn English. According to Carlson and Buskist (1997) in Musthachim (2014), anxiety is a feeling of worry that is accompanied by specific psychological reactions such as increased Vital signs, sweaty hands, and tension, which cannot build confidence. The studies conducted by Choubey (2011) highlighted how anxiety can impair students' ability to discuss the target dialect effectively. Interests: This unease can affect communication with both native speakers and those with native-like complements. Expectations. Ebrahimi (2013) found that most experienced talking uneasiness, uncertainty, or exceptionally anxiousness. Many young students face anxiety in the classroom because they are timid and sensitive (Ikhsan, 2021). In reality, many kids struggle to learn how to communicate, mainly when they are worried. According to Nur and

Leni (2019), more than half of people who study a foreign language have speaking anxiety. According to Yasti and Suswati (2016), these learners prefer to refrain from speaking foreign. According to Maulidiyah (2014:22) and Brown (1994), this is due to unease and concern. Next, according to Maulidiyah (2014) and Oxford (1999), anxiety directly and indirectly affects language learners' successes through decreased involvement and explicit language usage. Arnold and Brown (1999) suggested that the effects of stress in the classroom continually spiral, implying the likelihood of a vicious cycle between students' destructive emotions and low academic success. Also, Arnold and Brown (1999) suggested that the effects of anxiety in the classroom are continually spiraling, implying the likelihood of a continuing vicious cycle between students' destructive emotions and low academic success. Similarly, Kondo and Yong (2004) noted that students who are concerned about learning a foreign language may do worse than expected.

Several studies have been conducted on the importance of Pronunciation and its impact on spoken language performance in EFL classrooms. At the same time, the studies above discuss the importance of Pronunciation and its effects on speaking performance. Limited empirical research explores the relationship between how students perceive their Pronunciation and their speaking performance. The researcher highlights language anxiety as a critical factor influencing speaking performance but does not delve deeply into the specific triggers or sources of anxiety that EFL students experience during speaking tasks. The research uses data collection through questionnaires, aiming to investigate students' self-perceived Pronunciation when speaking English, their level of anxiety, and the extent to which self-perceived Pronunciation and anxiety correlate to speaking performance. Three following questions are addressed in this study:

1. How do students self-perceive their Pronunciation when speaking English?

2. What is the level of anxiety of EFL students when speaking English?
3. To what extent do self-perceived Pronunciation and anxiety correlate to the student's speaking performance?

METHOD

Due to the objectives of this study, a quantitative method with a correlational approach was deemed most appropriate for use in this study. The first and second research questions used descriptive quantitative methods because the researcher wanted to know how students perceive their pronunciation when speaking English and to know the levels of students' anxiety when speaking English. Then, as for the research question, number three is used as a correlational research design because the researcher wants to look into the link between self-perceived pronunciation ability, language anxiety, and language students' speaking performance. According to Creswell (2003), using quantitative data helps researchers understand research questions when they want to generalize results to a population and comprehensively realize what a phenomenon or concept means to an individual. The researcher took the population from the students of English Debate in the fourth semester of the English Education Department at Private University in Malang. The population is from speaking class A, B, and C. In the current study, the researcher employed *convenience sampling*. The researcher used questionnaires and scores for the participants' English-speaking performance as for the instruments. To gather the questionnaires, the researcher used Google Forms, which the participants will take to fill out the questionnaires in around 10-15 minutes. During the analysis stage in this study, the researcher used two types of data analysis. They are descriptive statistics and multiple regression. In descriptive statistics for research questions 1 and 2, the data collected from a sample of EFL students and need to be organized by calculating the mean, median, mode, and standard deviation using S.P.S.S. 23.

FINDINGS AND DISCUSSION

The following is a description of the results of the questionnaire analysis using SPSS. to answer the research questions regarding students' self-perceived Pronunciation in speaking English, the level of anxiety of EFL students in speaking English, and the level of anxiety of EFL students in speaking English.

Table 1
Student's Self-Perceived Pronunciation

	N	Minimum	Maximum	Mean	Std. Deviation
Students' Self-Perceived Pronunciation (x2)	45	36.00	57.00	49.97	5.34
Valid N (listwise)	45				

The data in Table 1 shows that the overall mean score for students' self-perceived Pronunciation was 49.9. The mean of the maximum score (scale 0-100) of 49.9 indicates that students generally rated their Pronunciation below average. The poor self-perception of Pronunciation may be due to several factors, including lack of confidence in speaking skills, comparison with perceived native Pronunciation, and uncertainty regarding the accuracy of one's Pronunciation.

According to Arianti (2021), students' self-perception of their pronunciation skills may significantly impact their confidence and participation in the EFL class. This discussion implies that students who believe that they have poor Pronunciation are more likely to suffer from anxiety and anxieties, which can hurt their speaking ability. On the other hand, students who consider their Pronunciation skilled are more likely to experience less Fear and anxiety, resulting in better performance in speech tasks. It shows the complex interaction between students' self-awareness of their pronunciation skills and speech competence. It emphasizes the importance of a comprehensive approach to pronunciation instruction that deals with perceptual and productive aspects of speech development (Thomson & Derwing, 2020).

Table 2
Student's Anxiety Levels

	N	Minimum	Maximum	Mean	Std. Deviation
Communication Apprehension	45a	20.00	50.00	33.53	5.65
Fear of Negative Evaluation	45	19.00	46.00	35.24	5.92
Test Anxiety	45	22.00	48.00	34.20	5.80
Valid N (listwise)	45				

The data in Table 2 demonstrate that the mean score of communication apprehension is 33.5, Fear of negative evaluation is 46.0, and test anxiety is 34.2. With an overall total of 113.7, it can be concluded that the anxiety level of students is at a high level, with the most significant anxiety occurring in students' anxiety. This shows that students tend to experience Fear of negative evaluation, which is more prevalent than communication or test anxiety.

According to Carlson and Buskist (1997, as stated in Musthachim, 2014), anxiety can be produced by a variety of psychological variables, including Fear of making mistakes, Fear of negative judgments of others, lack of self-confidence, and unrealistic self-expectations. According to many studies, many EFL students have increased levels of language anxiety while speaking, which can hurt their speaking ability. It also emphasizes the close relationship between language anxiety and speaking skills, emphasizing the importance of language instructors dealing with this psychological issue.

Table 3
Self-perceived Pronunciation and anxiety correlate to the students
speaking performance

		Anxiety (X1)	Student's Self Perceived Pronunciation (X2)	Speaking Performance (Y)
Anxiety	Pearson	1	.566 ^{xx}	.031
Correlation			.000	.841
	Sig (2-tailed)	45	45	45
	N			
Student's Self	Pearson	.556 ^{xx}	1	.065
Correlation		.000		.673
Perceived		45		45
Pronunciation (X2)	Sig (2-tailed)		45	45
	N			
Speaking	Pearson	.031	.065	1
Correlation		.841	.673	
Performamnce		45	45	45
	Sig (2-tailed)			
	N			

Based on the analysis of surveys using SPSS, it was discovered that student anxiety correlates with self-perceived Pronunciation because of the sig value of ,000, whereas anxiety with performance does not have a valid correlation because of the sig value of 0.841.

According to Thomson and Derwing (2020), the gap between student's perceptions of their pronunciation ability and their pronunciation production can substantially impact their confidence and desire to communicate actively in the target language. It emphasizes the importance of a comprehensive approach to pronunciation instruction that covers pronunciation development's perceptual and productive components. Language teachers can better support students in improving their overall speech competence and reducing the anxiety associated with oral activities by considering students' self-awareness of their speech and articulation skills. The researcher's emphasis on a holistic approach to learning pronunciation implies that dealing with students' self-perception and actual performance is essential to enhancing their confidence and communication competence in English.

CONCLUSION AND SUGGESTIONS

The study demonstrates the major impact of pronunciation and anxiety on students' speaking ability in English as a Foreign Language (EFL) lessons. It demonstrates how students' self-

perceptions of their pronunciation can either worsen or alleviate anxiety, influencing their confidence and general speaking ability. Those who have a favourable attitude towards their pronunciation feel less anxious, which leads to improved performance in speaking tasks. This highlights the significance of pronunciation as a fundamental component in building good communication skills in a foreign language. Furthermore, psychological reasons such as fear of making mistakes, a lack of confidence, and unrealistic self-expectations all contribute significantly to language anxiety. The findings call for a more complete approach to pronunciation education, emphasising the importance of tactics that foster self-awareness, improve listening and articulation abilities, and reduce anxiety.

SUGGESTIONS

1. Students should understand how their self-perceived pronunciation and anxiety affect their speaking performance, and by engaging in targeted practice, seeking constructive feedback, and implementing fear-management and self-confidence strategies, they can improve their communication skills, public speaking, and academic success in EFL contexts.
2. Teachers should attempt to provide a supportive and non-threatening school environment. Giving helpful comments and avoiding needless correction of pronunciation problems might help students gain confidence. Encouraging pupils to participate in speaking activities without fear of making mistakes is critical. This encouraging setting will allow students to express themselves more freely, improving their speaking skills and overall learning experience.
1. Future research should look beyond self-perception, anxiety, and speech performance to incorporate other elements including motivation, personality traits, and learning techniques, which could provide further insight into the intricacies of speaking performance. Conducting research across multiple institutions would improve the

generalisability of the findings, whereas mixed-method approaches that include qualitative techniques such as interviews or observations could provide more comprehensive data on the various factors influencing EFL students' speaking abilities.

The study discovered that the pronunciation and anxiety students experienced significantly impacted their speaking performance in the EFL class. Students who believe their pronunciation is terrible tend to feel more anxious, which negatively affects their confidence and agility. By contrast, students who evaluate their pronunciation as good tend to show less anxiety and perform better in speech tasks.

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