

ANXIETY LEVEL IN ENGLISH SPEAKING AMONG AHMAD DAHLAN STUDENTSFahmi Djaguna ^{1*} & Megawati Basri ², Balqis Husain ³^{1,2} & ³Universitas Pasifik Morotai**Corresponding Author:** Megawati Basri, E-mail: Megawatibasri065@gmail.com**ARTICLE INFO**

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students**ABSTRACT***English has become a language that must be mastered by the community, especially students. However, not everyone can easily speak English. The purpose of this research was to know the level of anxiety when they speak in English at Universitas Ahmad Dahlan students. This research uses a qualitative method. One hundred and twenty-seven students were selected as the participants of the questionnaire; the tool used for this study was adapted from Horwitz, Horwitz & Cope (1986) Foreign Language Classroom Anxiety Scale (FLCAS). The result of this study was showed that the majority of the students (n=103) were found students had a moderate level of anxiety, one student had a very high level of anxiety and thirteen students were found to had a high level of anxiety. The level of anxiety found in this research, such as the Fear of Negative Evaluation (FNE) ranks third. Meanwhile, Communication Apprehension (CA) and Test Anxiety (TA) are significantly dominant performance anxieties.***1. INTRODUCTION**

English is a global language, one of the languages that required to be mastered by everyone especially English foreign learners. However, in reality, not all students easily speak English. Many experience anxieties when they try to speak. This anxiety affects students' speaking abilities. This statement also was approved by [1] "learners of English language often express a feeling of stress, nervousness or anxiety while learning to speak English Language and claim to have, as mentioned above, a mental block' against learning English". The causes of anxiety can come from some things, such as fear that is wrong grammar, incorrect pronunciation, fear of being laughed at by friends and even their vocabulary is still very little to be able to speak English. The students who face these characteristics will make it difficult to attend a lesson, especially in speak English. According to [2] there are some variables that can influence learners' speaking performance. Among these variables, language anxiety is a very common problem that influences students' speaking performance. Language anxiety, a complex psychological construct, is regarded as an effective variable in language learning. It means that language anxiety also has become one of the factors which are involved in the success of language learning, either it is positively or negatively. Moreover, the problem of language anxiety not only occurs to a beginner but also the university students who usually deal with English. Speaking activities are prone to anxiety.

One of the important effective learning characteristics is when the learning process can respond to the individual student's needs [3] . In speaking, students try to communicate in their limited capabilities. They also worry about being negatively appraised by the teacher and peers which exposed their inadequacies. Moreover, the result shows, students often laughed at their peers who make a mistake. They fear of making fool of themselves in public so they prefer being quiet to practicing their English. During the observations in the third semester of the English Education Department at Ahmad Dahlan University, which found a symptom of anxiety among the students, some of them lack confidence, nervousness, created avoidance, shy and afraid of being laughed when speaking in English. They do not have sufficient vocabulary and can not fluently speak English. For those reasons, the researcher tends to find out what Ahmad Dahlan students' level of English-speaking anxiety.

2. LITERATURE REVIEW

Speaking is ways to delivered information, new knowledge or just ordinary speak. In this highly sophisticated era, students are required to able to speak English but in fact, not all can do it correctly and fluently. This happens for some reasons, including anxiety. Anxiety is the most disturbing thing when they want to do speaking especially in the classroom if students are not able to control their fears, anxieties, or their distrust then they will not be able to speak English well.

2.1 Definition of Speaking

Naturally, speaking refers to produce some words which represent one's idea. [4] Argues that the nature of the speaking process means that the grammar of spoken language differs in number of significant ways from the grammar of a written language. In teaching a foreign language, the definition of speaking above indicates that speaking is a skill and such as, it needs to be developed and practiced independently. Furthermore, in almost any setting, speaking is the most frequently used language skill. According to [5] speaking is the way to use language to communicate with each other. By speaking, people around the world deliveries information and let the other people



know what the speaker talks about, it means that speaking is common activities in daily life and to communicate through speaking that contains interaction between speaker and listener. Thus, speaking is our way of using language to be conveyed to the listener wherein some systems that must be followed by the speaker so it is can be understood by the listener.

2.2 Concept of Speaking Anxiety

According to [6] the anxiety is intrusive, causes distress or functional impairment, and often encompasses multiple domains (e.g., finances, work, and health). The anxiety is often associated with physical symptoms, such as sleep disturbance, restlessness, muscle tension, gastrointestinal symptoms, and chronic headaches. Anxiety is the most associated with Foreign Language Learning, as a result of this, a new term, called Foreign Language Anxiety (FLA), has come into being. FLA can be defined as the kind of anxiety that is specifically felt in language learning situations. [7]

Everyone will experience anxiety in over a while. The demands and stress of learning a new language may be the reasons that cause anxiety. English is an international language that is very important for us to learn both in the world of education and in terms of communicating, but to be able to master the English language itself, it is not easy. Some people feel not confident or worried about learning English. Someone who always worried about the little things is very potential to be anxious in English learning, but it is possible someone who is an expert in learning English feels anxious about the English language itself.

2.3 Factors of Anxiety

[7] Maintains that in the situation of foreign language learning, the learner may feel anxious due to problem-related to three dimensions of anxiety. First, it is communication apprehension; second, fear of negative evaluation; and third, a general feeling of anxiety. As the focus of this research is on speaking skill, those components will be explained below:



a) Communication apprehension

[8] Argues that Communication Apprehension is often interpreted as a state of fear, nervous and anxiety when one's wanted to communicate or interact with others. In a sense of college setting, the rigor academic setting in universities mostly focused their students' activity in small groups and dyadic interactions among other students and to their teachers.

b) Fear of Negative Evaluation

Fear of negative evaluation is an extension of the second factor of foreign language anxiety because it is not restricted to test-taking situations; rather, it may happen in any social condition, evaluative situation, namely interviewing for a job or speaking in a foreign language class [7]. According to [9] in speaking English, students try to communicate in their limited abilities. They also fear negative evaluations by teachers and peers who express their shortcomings.

c) Test Anxiety

An understanding test anxiety is also related to the discussion of foreign language anxiety. Test anxiety, as explained by [10] Test anxiety is one of the common problems among first-year university students' the number of studies regarding test anxiety is carried out over the globe. The current study analyses the past literature on test anxiety that has been studied uni-dimensionally and bi-dimensionally learned its edifice components such as worry and emotions that's apart of cognition and affective behavior respectively.

Regarding the study about speaking anxiety, some researchers who have studied it. First, [11], The quantitative analysis indicates the existence of speaking-in-class anxiety among Thai EFL students at a moderate level; The average mean score obtained falls within the range of 2.61 to 3.40, which is the medium-anxiety level, this level of students' perceived anxiety is neither high nor low. Qualitatively, students' positive attitudes towards speaking English in the classroom are reflected, whereas a negative rating for their spoken English ability is reported. Finally, the limited list of students' vocabularies is found to be their main source of speaking anxiety. Besides, the research carried out by [12] The open-ended item is added on the scale for the sake of obtaining qualitative data which provides the information that the students' English speaking anxiety may stem from a



lack of vocabulary, the fear of mispronouncing the words and concerns about grammatical accurateness.

3. METHODOLOGY

It is quantitative research because the data deals with a questionnaire related to the problem and the objective. Both descriptive and inferential statistics were displayed in the SPSS 2.2. This research was conducted to the third-semester students of English department Ahmad Dahlan University. 127 students participated in filling the questionnaire, Foreign Language Classroom Anxiety Scale (FLCAS) which is developed by [7] This questionnaire research used due to see the level of students' anxiety. The researcher used SPSS 2.2 to validate the item of the questionnaire. To measure reliability in this research, the researcher used Cronbach's alpha coefficient.

Table 1. Reliability Statistics

| Cronbach's Alpha | N of Items |
|------------------|------------|
| .928 | 32 |

Cronbach's alpha has been run to check its reliability. The table above displays the overall alpha for all items is 0.928, which is very high and indicates strong internal consistency among the given items.

4. RESULTS AND DISCUSSION

The recapitulation of anxiety factors; communication apprehension, test anxiety and fear of negative evaluation will be presented in the following table. The table shows the descriptive statistics of the participants' anxiety levels.



Table 2. Descriptive Statistics of The Students' Anxiety Level

| No. | Anxiety Factors | Minimum | Maximum | Mean | SD |
|-----|--------------------------------|---------|---------|------|------|
| 1. | Communication Apprehension | 18 | 47 | 31.4 | 4.6 |
| 2. | Test Anxiety | 18 | 54 | 35.3 | 5.7 |
| 3. | Fear of Negative Evaluation | 8 | 34 | 21.7 | 4.2 |
| | Total | 45 | 135 | 88.5 | 1.31 |

Based on the result above, the Fear of Negative Evaluation (FNE) ranks third. Meanwhile, Communication Apprehension (CA) and Test Anxiety (TA) are significantly dominant performance anxieties. Communication Apprehension (CA) means the students feel unconfident to speak English in the classroom, while FNE means the students feel afraid if they speaking incorrectly and are laughed at by classmates and also teacher and TA means that the students do not dare to speak out of fear of getting bad grades from their teacher.

Table 3. Classification of Anxiety Level

| Scale Number | Category Score |
|----------------|----------------------------|
| $X \geq 130.5$ | Very High Level of Anxiety |
| 101.5-130.5 | High Level of Anxiety |
| 72.5-101.5 | Medium Level of Anxiety |
| 43.5-72.5 | Low Level of Anxiety |
| $X \leq 43.5$ | Very Low Level of Anxiety |

Based on the classification of anxiety level of speaking above the researcher concludes that the participants of this study have a very high level of anxiety if the total score of the items is greater than the scale number. The students have a medium level of anxiety if the total score falls within the range of 72.5 to 101.5. Meanwhile, if the total score is less than 43.5, which is the student have a very low level of anxiety.



Table 4. The Categorization of Level of Students' Anxiety

| Scale Number | Number of Students | Category Score |
|--------------|--------------------|-----------------|
| 130.5 | 1 | Very High Level |
| 101.5-130.5 | 13 | High Level |
| 72.5-101.5 | 103 | Medium Level |
| 43.5-72.5 | 10 | Low Level |
| ≤43.5 | - | Very Low Level |
| Total | 127 of Students | |

Based on the categorization of the level of students' anxiety, the most scale number faced by students was 72.5 to 101.5. It means that the participants in this study had a medium level of anxiety.

The findings of this study reveal that Ahmad Dahlan University students are moderate anxious about speaking English, the participants of this study have relatively at a medium level of anxiety. This is probably because these students think that they were being able to speak English as a foreign language. These students feel quite sure when they are in speaking class, they are usually eased during the tests of English and they may feel comfortable to be volunteer answers in their English class. Some students of this study, however, get a high level of anxiety. The researcher concludes that high anxiety has big effects on students' achievement and in turn, their low achievement will perhaps cause them more anxious students. It is proven by Test Anxiety (TA) is the significantly dominant performance anxiety. This finding corroborates with [11] He revealed that the majority of Thai University students are a moderate level. It is because these students think that being able to speak English as a foreign language in Thailand is a necessity-cum-non-necessity. Similarly, from [13] the findings indicate that the majority of the participant students experience a mid to high level of foreign language learning anxiety. It is also from [12] The findings of his study showed that Turkish EFL students feel anxious about speaking English while it is on a moderate level.

From the explanation above, the researcher concludes that why Ahmad Dahlan students are in moderate level speaking anxiety, because many of them think that they can speak English, they feel they will not be nervous when asked to answer questions in English or they feel no problem



if they are laughed at by friends and teachers when wrong in English pronunciation. They are still at the level of anxiety that is not too influential in speaking English. While students who experience high anxiety will greatly affect the achievement of speaking English, this is caused by the fear that is too high, expectations of great perfection and lack of vocabulary and grammar in speaking English. Students who experience anxiety like this should be given extra attention both from their teacher, parents and the surrounding environment. And for students who experience low anxiety, they need to practice speaking a lot so that they are more confident in Speaking English either in class or in the public.

5. CONCLUSION

To be able to master in English is not always supported by perfect grammar or a lot of vocabulary, but it is also influenced by the anxiety level of someone. Students who tend to be scared and embarrassed to be laughed at, who feel trembled while in front of the speaking class greatly influence their ability to speak English. Anxiety is very affecting students' mentality, even though they are very competent in grammar and vocabulary but if they are not confident, nervous or even feeling apprehension can make them afraid to talk. That's why anxiety becomes an interesting variable in learning speaking.

This research has inference for English Foreign Language students. The students who have a high level of anxiety when speaking English should be aware of their anxiety, they should reduce their anxiety by doing what they think can overcome their anxiety because if it continuous inlet, it will be very influential on their success in learning also they should improve their vocabulary repertoire, grammatical rules, pronunciation, and having oral practice of English. Whereas English teachers are expected to understand the anxiety of their students, such as tenses, trembling, lack of confidence and nervousness. Due to students' level of anxiety are different from each other.



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