

AN ANALYSIS OF SPEAKING ANXIETY EXPERIENCED BY TOURISM AND HOSPITALITY DEPARTMENT STUDENTS OF SMKN 6 PADANG

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Abstract

Speaking is one of the ways to communicate that is mostly used by people to interact with others. However, some people feel anxious to speak in English. This research was conducted to find out the factor and the level of speaking anxiety experienced by Tourism and Hospitality students of SMKN 6 Padang. The subject of this research was 59 students from grade 12th of tourism and hospitality department. The data was collected by using quantitative descriptive method. The research instruments were questionnaire and interview. There were two questionnaires used such as FLCAS and FLSAS questionnaire. Each questionnaire consists of 33 statements. Based on the data analysis, it was found the dominant factor of students' speaking anxiety was fear of speaking test. On the other hand, the level of students' speaking anxiety from two questionnaires were in medium level with percentage from FLCAS was 75%, and from FLSAS questionnaire was 71%. Students felt anxious because of some causes such as mispronunciation, afraid of making mistakes, lack of vocabulary, and think that friend is better than themselves.

Key words: Speaking, Speaking Anxiety, Tourism and Hospitality Students

A. INTRODUCTION

In this globalization era, the ability to speak in English is prominent because there is global competition in the world that will be faced by the students. The success of speaking is typically measured by students' proficiency to communicate in target language well. Thus, teacher should make efforts to prepare students to be proficient speakers.

Speaking is not only important in daily communication but also in specific or purposes which is called English for Specific Purposes. Hall (2014) states that ESP as an approach to the education of English oriented for specific purposes, such as scientific, technological, economic, academic areas, etc. ESP is not only used for college, but also in vocational high school, including in hospitality and tourism major.

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All students in vocational high school in Indonesia have to study English as a compulsory subject. English proficiency will be able to support their future job and career. Tourism and Hospitality students who have good English competence will have opportunity to face the global era and can work all around the world.

The balance between their skill in job training and language skill will make them get a job easily. In fact, students in vocational school are often worried and suffer from foreign language learning anxiety. Young (as cited in Amirul, 2015) claimed that, “speaking in the foreign language is often cited by students as their most anxiety-producing experience” (p. 539). Anxiety has been the most dominant factor that influence student to speak English in the classroom. According to Horwitz, Horwitz and Cope (1986), foreign language anxiety is situation-specific; students may suffer from strained feelings when they learn English as a second or foreign language.

In addition, when students of vocational high school learn with misunderstanding, they will feel afraid and have negative thinking in learning foreign language so they may avoid learning it. Usually, it occurs because there are some mistakes in teaching method that make students assume that English is difficult and it makes students anxious to apply the English to interact with others. Sometimes, students prefer to speak in Indonesia rather than because they feel anxiety if get a negative evolution cause of making mistakes. To reduce their mistakes, silence becomes the best way for them. Some of them are also difficult to produce sound or intonation in English even after many repetitions. They are not sure if they can speak up and show their abilities in English language skills. So, there are several factors that hinder students’ speaking performance in the classroom such as comprehension apprehension, fear of negative evolution, and test anxiety (Horwitz, Horwitz & Cope, 1986, p.127).

Based on the explanation above, some problem might be discussed in this research. The research questions are stated below:

1. What is the dominant factor of speaking anxiety that experienced by Tourism and Hospitality department students of SMKN 6 Padang during English classroom?
2. What is the dominant level of speaking anxiety that experienced by Tourism and Hospitality department students of SMKN 6 Padang during English classroom?

B. RESEARCH METHOD

This research is conducted by using descriptive quantitative approach since it will describe students’ anxiety on speaking. The population of this research was 12th grade students of Hospitality and Tourism department students of SMKN 6 Padang with the total number of students is 90. The samples of the study are students majoring in Tourism and Hospitality with the total number is 59 students that are grouped into two classes. The researcher used two questionnaires and interview protocol as the instruments of this research. The questionnaires used are FLCAS questionnaire and FLSAS questionnaire. The interview was delivered after the respondents give their response to the questionnaire given. This instrument is used to know more deeply about speaking anxiety that faced in the

classroom. The respondents are got from the same level of two questionnaires. The researcher ask the respondents in each level: low (2 students), medium (37 students), and high (9 students). The respondents contributed on the interview are 25% from the total samples of each level with total questions are 9 questions.

The data which has been collected by questionnaire were analyzed by using a formula. The researcher analyzed each factor of speaking anxiety in Tourism and Hospitality department by finding the percentage of it. After analyzing the data from the questionnaire, the researcher analyzed the data from the interview to get more information about speaking anxiety.

C. RESULT AND DISCUSSION

1. Research Finding

A. Data Description and Analysis from Questionnaire

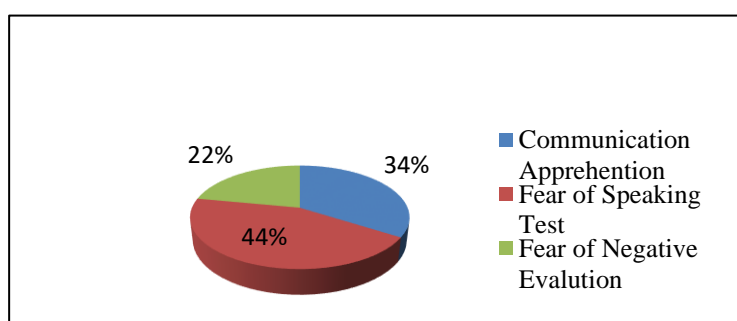
In this data analysis, there are two questionnaires discussed. First, FLCAS questionnaire that explains about the factors and level of speaking anxiety experienced by tourism and hospitality department students of SMKN 6 Padang. Second, FLSAS questionnaire that discuss about the level of speaking anxiety. The following paragraphs are the explanation about the data from FLCAS and FLSAS questionnaire.

a. Factors of Speaking Anxiety Experienced by Tourism and Hospitality Department Students of SMKN 6 Padang from FLCAS Questionnaire

The samples of this research are two classes; tourism class and hospitality class of SMKN 6 Padang that consist of 59 students. There are three factors that are analyzed: communication apprehension, fear of speaking test, and fear of feedback by peers and teacher. The total points found from all factors are 6211. There are 2106 points for communication apprehension consisting of 1537 points for positive statements and 569 points for negative statements. On the other hand, the total points of fear of speaking test are 2761 points consisting of 1803 points for positive statements and 958 points for negative statements. Then, the total points of fear of feedback by peers and teacher are 1344 points consisting of 1168 points for positive statements and 176 points for negative statements.

From the data analysis, it can be seen that the most dominant factors of speaking anxiety is fear of speaking test (44%). The other two factors, communication apprehension (34%) and fear of negative evolution (22%) are those with the lower percentage which mean that the students did not feel as anxious as when they have speaking test.

Figure 1. Percentage of Students' Speaking Anxiety (FLCAS)



The explanation of the above figures about the factors of speaking anxiety is as follows.

1) Communication Apprehension

There are 11 statements about communication apprehension in FLCAS questionnaire. The positive statements are about 8 statements and 3 statements for negative. Based on the data analysis from 59 students, there is found 2107 points from communication apprehension consisting of 1537 points for positive statements and 569 for negative statements. There is a dominant statement that found in this type which answered by students such as statement Number 4 that is *“saya takut ketika tidak bisa merespon apa yang dikatakan guru dalam bahasa inggris”*. There are 4 students answered strongly agree, 25 students answered agree, 25 students answered neither agree or disagree, 4 students answered disagree, and 1 student answered strongly disagree. The total point of statements Number 4 which answered by 59 students is 204.

Besides, the second highest score found from this factor is statements Number 27 with the total points are 203. The statement is *“saya gugup ketika berbicara di kelas bahasa inggris”*. There are 10 students answered strongly agree, 21 students answered agree, 17 students answered neither agree or disagree, 7 students answered disagree, and 4 students answered strongly disagree.

2) Fear of Speaking Test

There are 15 statements about fear of speaking test in this questionnaire. There are 10 statements for positive statement, and 5 statements for negative. Based on the data analysis from 59 students, it is found 2761 points from fear of speaking test consisting of 1803 points for positive statements and 958 points for negative statement. From this factor, the dominant statement which answered by students is the statement Number 16 : *“walaupun saya siap untuk pelajaran di kelas bahasa inggris, saya tetap merasa cemas”*. The total point from this statement is 198 points. There are 7 students answered strongly agree, 28 students answered agree, 11 students answered neither agree or disagree, 5 students answered disagree, and 8 students answer strongly disagree.

Besides that, the second highest score that is found in this factor was statement Number 12: *“saat di kelas bahasa inggris, saya sangat gugup sehingga saya lupa apa yang saya tahu”*. The total points of this statements is 198 which found 15 students answered strongly agree, 15 students answered agree, 14 students answered neither agree or disagree, 6 students answered disagree, and 9 students answered strongly disagree.

3) Fear of Feedback from Peers and Teacher

In this factor of foreign language anxiety, there are 7 items. For the positive statements is about 6 statements, and 1 for negative statement. Based on the data analysis from 59 students, in this factor, it is found 1344 points consisting of 1168 points for positive statements and 176 points for negative statement. The statements Number 7 was answered by the students as the dominant statement. The statement is *“saya berfikir bahwa*

bahasa inggris teman sekelas saya lebih baik dari pada saya". The total point of this statement is 210. There are 10 students answered strongly agree, 25 students answered agree, 14 students answered neither agree or disagree, 8 students answered disagree, and 2 students answered strongly disagree.

Besides that, the second highest point is found from this factor of speaking anxiety is statement Number 23: "*saya selalu merasa bahwa teman sekelas saya berbahasa inggris lebih baik dari pada saya*". The total point of this statement is 208 points. There are 5 students answered strongly agree, 32 students answered agree, 13 students answered neither agree or disagree, 7 students answered disagree, and 2 students answered strongly disagree.

b. The Level of Speaking Anxiety Experienced by Tourism and Hospitality Department Students of SMKN 6 Padang from FLCAS Questionnaire

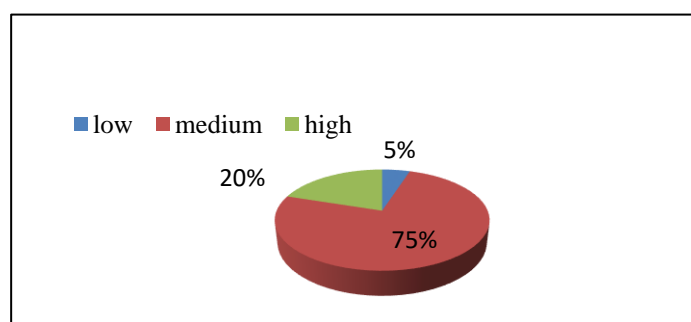
Level of anxiety from the data analysis can be classified into three levels; those are low, medium and high level anxiety. The level from the first questionnaire (FLCAS) can be seen in the table below.

Table 4. *The Level of Speaking Anxiety from FLCAS Questionnaire Experienced by Tourism and Hospitality Department Students of SMKN 6 Padang*

No.	The Level Students' Speaking Anxiety			Total
	Level	Gender		
		Male	Female	
1	Low	0	3	3
2	Medium	17	27	44
3	High	5	7	12

The data show that there are 3 students in low level with the average score is 61.3 points. In the medium level there are 44 students with average score that is 102.81 points. Then, in high level, there are 12 students who got score 125.25 points. From the data, the lowest score is 52 points and 129 points in highest score. It can be concluded that the dominant level of speaking anxiety experienced by tourism and hospitality department students of SMKN 6 Padang is in medium level with percentage about 75%. The percentage from low level is only 5% and 20% in high level anxiety. (see Figure 3)

Figure 2. Percentages of Speaking Anxiety from FLCAS Questionnaire



c. The Level of Speaking Anxiety Experienced by Tourism and Hospitality department Students of SMKN 6 Padang from FLSAS Questionnaire

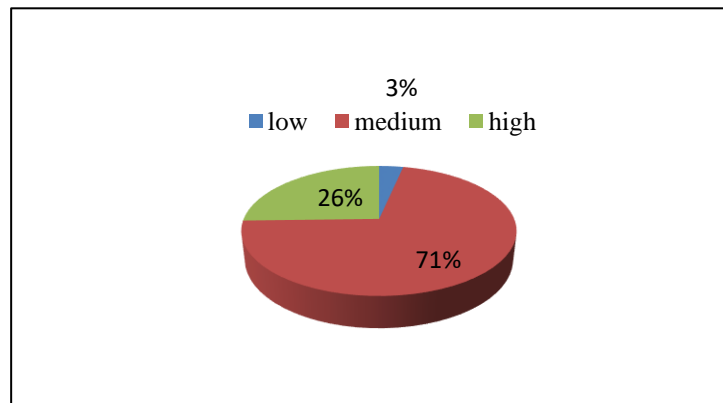
The level of speaking anxiety also can be seen from FLSAS questionnaire. The result of anxiety can be seen in Table 5 below.

Table 5. The Level of Speaking Anxiety from FLSAS Questionnaire Experienced by Tourism and Hospitality Department Students of SMKN 6 Padang

No.	The Level Students' Speaking Anxiety			Total
	Level	Gender		
		Male	Female	
1	Low	2	0	2
2	Medium	16	26	42
3	High	6	9	15

From Table 5, it can be seen that the level of students speaking anxiety is in medium level. It is in the same level with FLCAS questionnaire, but the total point of each level is different. The total students from low level of speaking anxiety was 2 students that was 2 male, from medium level anxiety was 42 students with 16 male and 26 female, and from high level anxiety was 15 students with 6 male and 9 female. The percentage of low speaking anxiety was 3.38%, 71.19% for medium level of anxiety, and 25.42% for high level of speaking anxiety (see Figure 4). Through the result of the data, the dominant level of speaking anxiety found by tourism and hospitality department students of SMKN 6 Padang was in medium level of speaking anxiety.

Figure 3. Percentages of Speaking Anxiety from FLSAS Questionnaire



B. Data Analysis of Interview

The interview was done as the way for getting information more deeply from each level of respondents that was classified into low, medium, and high anxiety as already explained in Chapter 3. The respondents of this interview were those who had the same level in two questionnaires of FLCAS and FLSAS. The percentage is 25% of each level. These data are shown in Table 6 below.

Table 6. *The Total Number of Students Feeling the Same Level based on FLCAS and FLSAS Questionnaire*

Level	Total Number of Students with the Same Level of FLCAS and FLSAS	25% of Total the Same Level of FLCAS and FLSAS
Low	2	1
Medium	37	9
High	9	2

The respondents of interview were chosen randomly from each result of the level speaking anxiety. The respondents who were interviewed are 1 from low anxiety, 9 from medium anxiety and 2 extremely high anxiety. From the data, the dominant level of speaking anxiety was in medium level. Although the dominant level of speaking anxiety was in medium level, the interview was also conducted to those in low level and high level anxiety to know the cause of speaking anxiety felt by the respondents.

The questions of interview was gotten from the first three highest point of statements responded by each student from two questionnaires. The highest point of statement from FLCAS is Number 7: *“saya berfikir bahwa bahasa inggris teman sekelas saya lebih baik daripada saya”*. The second highest point of statement is Number 4: *“saya takut tidak bisa merespon apa yang dikatakan guru dalam bahasa inggris”*. The third highest point of statement is Number 27: *“saya gugup ketika berbicara di kelas bahasa inggris”*.

From the FLSAS questionnaire, it can be seen the highest point of statements is Number 30: *“guru yang sabar membantu mengurangi kecemasan saya dalam berbicara bahasa inggris”*. The statement Number 33 is *“bermain permainan bahasa membantu mengurangi kecemasan saya dalam berbicara bahasa inggris”* as the second highest point of statement. The third highest point of statement is Number 26: *“jika ketepatan bukan fokus, saya tidak akan begitu gugup berbicara bahasa inggris”*. The statements Number 1 and 20 are also chosen by many respondents. The statement Number 1 is *“saya merasa malu untuk berbicara bahasa inggris karena saya pikir saya memiliki pelafalan dan intonasi yang buruk”*, and the statement number 20 is *“saya merasa gugup ketika harus diuji secara*

lisan dalam bahasa inggris". From the highest point of statements that were chosen, the researcher was conducted the interview to respondents.

2. Discussion

a. Factors of Speaking Anxiety Experienced by Tourism and Hospitality Department Students of SMKN 6 Padang from FLCAS Questionnaire

Speaking is an activity that should be improved by the students. Sometimes, they find an anxiety to do an activity that asks them to speak in English. This condition was also faced by Tourism and Hospitality department students of SMKN 6 Padang. Based on data analysis, the dominant factor of foreign language anxiety was fear of speaking test. Students feared of failing in speaking test. The consequences of failing the test made them unconfident with themselves. The findings reveal that the students afraid to respond others in English. Even if they have prepared to perform in English, they still got anxious. When they felt too anxious, they would forget what they known before.

Liu (2006) stated that the students became more anxious when they were given questions or asked to perform in front of the class. Speaking test became the most difficult activity for the students. According to Horwitz, Horwitz and Cope (1986), students are very self-conscious when they are asked to involve in speaking activities that reveal their inadequacies, and these feeling often lead to fear or even panic. This theory is in line with the result of researchers which show that speaking tests make students become anxious.

b. The Level of Speaking Anxiety experienced by vocational high school students (SMKN 6) in Padang from FLCAS and FLSAS questionnaire

Based on the data from questionnaires, the level of speaking anxiety from FLCAS and FLSAS questionnaires experienced by Tourism and 33 items of statement in FLSAS questionnaire, and Hospitality department students of SMKN 6 Padang was same. The result of data analysis is the students were anxious when asked by teacher to do impromptu speech in the class. The dominant gender of this level was female. From two questionnaires, it can be seen that the causes of anxiety were lack of vocabulary, afraid of making mistakes while speaking, afraid about consequences of failing the test, and negative comments by peers. As stated by Liu and Jackson (as cited in Riyaz, 2016), lack of vocabulary was regarded as a main hindrance for spoken communication by English learner. It can be concluded that the dominant level of speaking anxiety experienced by tourism and hospitality students of SMKN 6 Padang is in medium level anxiety with the percentage of FLCAS questionnaire was 75% and the percentage of FLSAS questionnaire was 71.19%. This research is line with the research by Mariam (2018) entitled An Analysis of Speaking Anxiety in English Classroom showed that the dominant level of students' speaking anxiety occurred in "midly anxious. Less than 50% of

students who felt themselves not too anxious but not relaxed when speaking in English.

From the two data of instruments, questionnaire and interview, it can be seen the difference result. The result from questionnaire was students' speaking anxiety caused by fear of speaking test. Students' faced anxiety when speak because they were afraid about the consequences of failing the test. The result from the interview was students' anxiety in speaking because of lack of vocabulary, unconfident, afraid of making mistakes, and afraid of mispronunciation. So, the data of interview didn't really support the data from questionnaire. It happened because the researcher didn't ask about speaking test in the classroom. Implicitly, the researcher assumed that speaking performance is the part of speaking test. Thus, this affects the result of the data obtained.

D. CONCLUSION AND SUGGESTIONS

Based on the finding of this research which were conducted to Tourism and Hospitality department students of SMKN 6 Padang, it can be concluded that among three factor of foreign language anxiety, the dominant factor of students' speaking anxiety was fear of speaking test. Students felt anxious because of speaking test in the classroom. Besides, the level speaking anxiety of Tourism and Hospitality department students of SMKN 6 Padang was in medium level. However, after having deep interview with students, they were anxiety because of some causes such as mispronunciation, afraid of making mistakes, shy, and think that friend is better than themselves.

Here are some suggestions that hopefully can be applied in learning speaking. First, for the next research, it is suggested to find out the internal and external factors of students' speaking anxiety. It is because factors obviously influence the students' performance in speaking. It is also suggested to conduct the observation of speaking activity in the classroom. It is useful to know how the teacher gives the speaking test to the students. Second, for the teacher, it suggest to apply strict rules to students while speaking. Teacher will give punishment to the students who mock at the others. So, they can appreciate each other.

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