

FACTORS OF STUDENTS' SPEAKING ANXIETY IN THE 3RD LEVEL OF ESC IN HIGHER INSTITUTION

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Abstrak

Penelitian ini bertujuan untuk mengidentifikasi faktor dominan pada mahasiswa *English Speaking Community* (ESC) dan untuk mencari aspek-aspek apa saja yang dapat mempengaruhi kecemasan mahasiswa. Penelitian ini dilaksanakan di Universitas Negeri Surabaya. Peneliti menggunakan dua instrumen pada penelitian ini, yaitu kuesioner dan wawancara. Kuesioner itu sendiri diadaptasi dari Horwitz, Horwitz dan Scope (1986) dan wawancara digunakan untuk mendapatkan informasi tentang aspek-aspek apa saja yang mempengaruhi kecemasan mahasiswa saat berbicara. Partisipasi pada penelitian ini adalah mahasiswa *English Speaking Community* pada level 3 dari Jurusan Bahasa Inggris di Universitas Negeri Surabaya. Peneliti mengambil 20 mahasiswa ESC level 3 pada penelitian ini. Pada penelitian ini, peneliti menggunakan data kualitatif dekskriptif sebagai metode penelitian. Berdasarkan data yang diperoleh, peneliti memperoleh hasil “fear of negative evaluations” sebagai faktor dominan kecemasan mahasiswa *English Speaking Community* pada level 3 saat berbicara. Penulis juga memperoleh data berupa aspek-aspek yang dapat mempengaruhi kecemasan mahasiswa saat berbicara yaitu karena mereka mempunyai kelemahan pada kepercayaan diri dan kosa kata dan terkadang mereka tidak tahu bagaimana mengucapkan beberapa kata. Mereka juga setuju bahwa *English Speaking Community* dapat membantu mereka meningkatkan kepercayaan diri mereka ketika berbicara.

Kata Kunci: Berbicara, Kecemasan, *English Speaking Community*

Abstract

This research aims to identify the dominant factors in English Speaking Community students' anxiety and to examine what aspects influence the students' anxiety. This study was conducted at Universitas Negeri Surabaya. The researcher used two instruments in this research, which are questionnaire and interview. The questionnaire was adapted from Horwitz, Horwitz and Scope (1986) and interview were to obtain information about the aspects that influence students' level of anxiety during speaking. The participant of this study was from English Speaking Community students' in the 3rd level of English Department at Universitas Negeri Surabaya. The researcher took 20 students in the 3rd level of English Speaking Community. This research used a descriptive quantitative as the research design. According to the data obtained, the researcher found the dominant factor of English Speaking Community students' in the 3rd level is “fear of negative evaluations”. The researcher also found the aspects influence students' speaking anxiety because they had a lack of confidence, vocabulary and sometimes they did not know how to pronounce some words. However, they agreed that English Speaking Community could improve their self-confidence while speaking.

Keywords: Speaking, Anxiety, English Speaking Community

INTRODUCTION

Glossophobia or speaking anxiety is an anxious of speaking in public. Students who feel on edge while talking in public ordinarily will in general keep away from circumstances where they perform, yet when they experience a few circumstances, they anguish intense trouble and tension. Moreover, speaking anxiety has become something rare among students in university level especially in Indonesia. According to Gert and Hans (2008), speaking is articulations with the objective of having their aims perceived and beneficiaries process a speaker's comments with the objective of perceiving

those goals. It means that in speaking activity either speaker or listener should have a good interaction, so that they would understand what they are talking about in their speaking activity. Besides speaking is important skill that is used in daily life, language skill also needed in speaking.

Most students feel difficult to practice English based on their experiences. According to Ur (1996, p. 121) the issues include student inhibition, nothing to state, the low of cooperation, the topic to be spoken and the utilization of first language. Furthermore, many students still feel anxious, struggle, show shyness and lack of motivation in speaking which consider as the biggest problem from

them, which can affect to their speaking ability. In order to overcome those problems, English Department Universitas Negeri Surabaya has an English club, which the activity conducted in, outside of classroom, named English Speaking Community (ESC).

According to Wetherby (2011), English club is a media bridging one person with the others in which the purpose not only to improve their speaking ability but also to improve students' motivation and build up their confidence to speak as much as possible.

It can be concluded that English Speaking Community is media to encourage students to rehearse and improve their inspiration to master speaking. English Speaking Community is one of the alternative ways to advance speaking competence for the students. Additionally, English Speaking Community is a facility for students to develop and improve their English competence especially in speaking skill.

English Speaking Community is an outside classroom program, which the reason for existing is to help the English Department students of UNESA so as to have the choice to confer in English orally well. English Speaking Community or ESC is a program from English Department for every students in the English Department at Universitas Negeri Surabaya.

The researcher chooses students in the 3rd level of ESC. The rational reason why to choose students in 3rd level of ESC because they were still having speaking skill as core subject. Other than that, the researcher assumed that in 3rd level, the researcher was easy to look at the anxiety and the probability students to feel anxious can be located. Therefore, the following research questions will be discussed in this research:

1. What are dominant factor in ESC students' anxiety?
2. What factors influence the ESC students' anxiety?

RESEARCH METHODOLOGY

This research designed as qualitative descriptive research. Descriptive studies can yield wealthy knowledge that result in necessary recommendations. Based on Creswell (2003), quantitative research employ strategies of inquiry such as experimental and surveys, and collect data on predetermined instruments that yield statistical data.

Research Subject

The subject of this research was 20 students of ESC students in English Department at UNESA. The researcher just took students in the 3rd level of ESC. Therefore, the researcher did not separate the students; study program, year of study and gender

Research Setting

This research was conducted in Universitas Negeri Surabaya (UNESA). The researcher took English Department as the specific setting to collect the data

Data and Sources of Data

The data of this research was students' response to the research instrument that was about dominant factor of students' speaking anxiety and the sources of data were the questionnaire's response and students' interview.

Research Instrument

In this research, there are two research questions. The researcher used questionnaires as the instrument to collect the data for the first research question, which related to the dominant factors of the students' speaking anxiety. While for the second research question, the researcher used semi structured interview.

a. Questionnaire

The first research question in this research was answered by using questionnaire which was adapted from Foreign Language Classroom Anxiety Scale by Horwitz, Horwitz and Cope (1986). It consist of 20 questions which are related to students' speaking anxiety. From 20 questions of questionnaire, there are 3 types of anxiety factor in different question. 3 types of anxiety factor include test anxiety, communication apprehension and fear of negative evaluation. In each questions, there were 4 response which are strongly agree, agree, disagree, and strongly disagree. This questionnaire used to answer the first research question which aimed to see the dominant factor in ESC students' anxiety.

b. Interview

The second research question in this research was answered by using semi structured interview. There were 7 questions which targeted to find additional information which related to factors that can influence ESC students; anxiety.

Data Collection Techniques

In this research, the researcher used questionnaire to analyze the types of anxiety among students. The questionnaires were adapted from Foreign Language Classroom Anxiety Scale as proposed by Horwitz, Horwitz, and Cope (1986). The researcher gave the questionnaire to the members of ESC students in the 3rd level in around two weeks. In this manner, the researcher did not separate the students' study program, year of study, and gender. The researcher just took the 3rd level of ESC students.

In analyzing the questionnaire, the researcher read and analyzed the students' respond of questionnaire by categorizing their answer against each statement of questionnaire into a graphic. In this step, the researcher determined the quantity of students who give the response "strongly agree", "agree", "disagree", and "strongly disagree" for each statement. At that point, the quantity of students who gave the response changed into a percent. The outcome put into a graphic that indicated the total of students who reacted each statement in detail. Then, the researcher determined the quantity of students who categorized as three types of anxiety. From all students who categorized in the three types of anxiety, the number of students' respond changed into percentage. Then, the researcher calculated the average from every types of anxiety. From each average of three types of anxiety, the researcher calculated the final percentage which showed the contributions towards every types of anxiety. From the result, the researcher found the highest percentage that was the dominant factor of anxiety.

After that, the researcher analyzed the data from interview in order to support the result from questionnaire. Then, the researcher calculate the number of students who answered the questions with the same answer and described the result from interview. These data helped the researcher to obtain information about the aspect that can influence students' anxiety in speaking.

Data Analysis

In this qualitative research, the researcher should read and analyzing the data again in order to reflect the data, so the researcher will understand more about the data. Then, the researcher has to categorizing, classifying and describe the data.

FINDINGS AND DISCUSSIONS

In this research, there are two research questions which used different instruments to get the result. The first research question used questionnaire which were adapted from FLCAS by Horwitz, Horwitz, and Cope (1986) while the second research question used semi structured interview. However, the researcher divided the results from two instruments into two parts.

a. Results from Questionnaire

Foreign Language Classroom Anxiety Scale (FLCAS) questionnaire was given to answer the first research question "What are dominant factor in ESC students' anxiety?"

The questionnaire consist of twenty statements and each statements consist of four options of response (strongly agree, agree, disagree, strongly disagree). In twenty statements of questionnaire there are three types

of anxiety (test anxiety, communication apprehension, and fear of negative evaluation) which aimed to know the dominant factor of anxiety in ESC students.

All the students' responses for every type of anxiety performed in the following diagram in percentage scale.

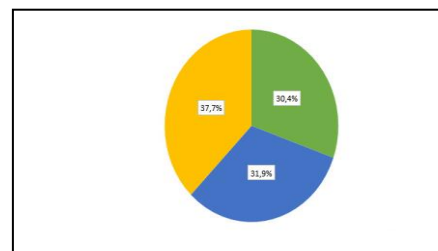


Figure 1. Type of Anxiety Chart

The first type of anxiety was test anxiety. It performed in the green color in diagram. In this text anxiety, the average of the whole statement was 30, 4%. The type of this test included number of 2, 3, 6, 8, 11, 14, and 15. It suggested that in language test in anxiety, 30, 4% of 20 students did not feel worried for this test.

In this situation, the language test did not influence the students much. They did not feel worried to make a mistake in conversation. In addition, the students were doing fine in the ESC forum even they were not well prepared.

The second type was communication apprehension. It showed in the blue color in diagram. Based on the communication apprehension, the average of the whole statement was 31, 9%. The statement of this types included number 1, 4, 10, 13, 17, and 19. It implied they were 31, 9% of 20 students having problem in communication apprehension.

In this case, the 31, 9% students were worry for misunderstanding when they communicated with other participants. They also did not have self-confidence when they were speaking in front of the other participant.

The last type was fear of negative evaluation. The statement of this type anxiety included number 5, 7, 9, 12, 16, 18, and 20. The average of every statement of this type of anxiety was 37, 7%. It concluded that 37, 7% of 20 students' anxiety caused by fear of negative evaluation.

b. Results from Interview

From the data of interview, the researcher found there are many aspects that influence students' anxiety in speaking when they are speaking in ESC forum. There are 7 questions answered by 20 students of 3rd level in ESC. The result showed in the following list below:

No	Questions	Answer
1.	Do you feel confident when you are speaking in the ESC forum?	Yes, I do. I feel confident because I just speak in front of my friends. (75%)
2.	Do you agree that the lack of confidence is one of the causes of students' anxiety in speaking?	Yes, I agree, because the lack of self-confident can cause someone stuck when they speak. (85%)
3.	Do you ever feel anxious while speaking in ESC forum?	Yes, I feel anxious sometimes when I speak in ESC forum. (75%)
4.	What aspect that makes you really anxious when speaking?	I think because I keep thinking that the other participants are better than me in speaking, also I had a lack of vocabulary and sometimes I do not know how to pronounce some words, so it makes me anxious. (75%)
5.	What kind of situations makes you feel anxious when speaking?	When all of my friends are staring at me while I'm speaking. (50%)
6.	Do you agree that anxiety is one of the causes of students' problems in speaking?	Yes, I do agree because anxiety makes someone does not feel confident when they are speaking. (85%)
7.	Do you think that ESC program could improve your confidence in speaking?	Yes, I absolutely agree because of ESC we can practice our speaking skills and improve our confidence when speaking. (75%)

From the result of interview, it showed that most of the students were getting worry when they were speaking because they have a lack of confidence, lack of vocabulary, and they did not know how to pronounce words sometimes. It concluded that they got anxious while speaking because of those factors. They also agreed that ESC program was beneficial because they could practice their speaking, so it improved their self-confidence in speaking.

Discussions

In this section, the researcher divided into two parts of discussion. The first part discussed about the first research question "What are dominant factor in ESC students' anxiety?" While the second research question

"What factors influence ESC students' anxiety?" will be discussed after the research question number one.

a. Dominant Factor in ESC Students' Anxiety

From the result of questionnaire, there are three types of anxiety. The highest percentage of ESC students in anxiety type was from "Fear of Negative Evaluation". Almost students gave their response which related to this anxiety type. It can be concluded that they getting worried if another students will evaluate their speaking performance. They also afraid if the other students have a good language when they speaking than herself. It proved in statement number five in the questionnaire that "I keep thinking that the other participants are better at language than me".

Another statement which related in the highest type of anxiety is "I often feel like not going to ESC meeting". The students who gave an agree response means that they like to quit an ESC meeting. It can be say that they are not comfortable in ESC because they worried to speak in ESC forum. It also proved in another statement of questionnaire "When I'm on my way to ESC meeting, I feel very sure and relaxed". Some students gave the negative response of that statement. It implied that they do not relaxed and getting worried when they attend an ESC forum.

The last statement in the questionnaire also proved that mostly students were categorized in the "Fear of Negative Evaluation" type of anxiety. The statement say that "I am afraid that the other students will laugh at me when I speak in ESC forum". The students mostly choose agree as their response in this statement. It means that they worried about making mistakes because the other students will laugh at her.

Based on the factor of fear of negative evaluation, the students got anxious because they were still not ready to deal with other participant's evaluation when they were speaking in EC forum. They also kept thinking that other participants were better than they were. Moreover, they were afraid of being laughed by other participants when they were speaking in ESC forum. At the end, this type of anxiety got the highest percentage compared to other two types of anxiety. It concluded that the dominant factors of speaking anxiety in the 3rd level of ESC students was fear of negative evaluations.

b. Factor influence ESC Students' Anxiety

In interview section, there are seven questions that students should answer after they gave responses in the questionnaire. The list of questions in interview related to the aim of second research question "What factor influence the ESC students' anxiety".

From the result of interview, the researcher found the factor that can influence ESC students' anxiety was because they had a lack of confidence when they are speaking. Most students also said that factor that can makes them worried when they speak is because they had a lack of vocabulary. In additionally, some students did not know how to pronounce some words sometimes when the researcher asked about factor that can influence their speaking anxiety. It concluded that they got anxious because they did not have enough confident so they did not how to pronounce word sometimes. Lastly, the factor influence ESC students' anxiety was from their self-confidence.

CONCLUSIONS AND SUGGESTIONS

Conclusions

Anxiety is a factor that can affect students in English Speaking. The symptoms are feeling afraid and worry in one individual. Anxiety can make an individual cannot delivered their message in speaking. Especially in English students in university, they seem to have anxiety feeling when they are speaks.

English Speaking Community in English Department of UNESA is one of program which the reason for existing is to help students so as to have the choice to confer in English orally well. This program is for all English Department students and each students experiences a position test in the start of their first year. Beside the goal of ESC is to help students improve their English orally well, there are some students that still have anxiety feeling when they are speaks.

In the result of this research, the researcher found the dominant factor of students' anxiety is from "Fear of Negative Evaluation". This statement answered the research question number one "What are dominant factor in ESC students' anxiety". From the result of interview, the researcher conclude that the factor influence students' anxiety in speaking is their self-confidence.

Suggestions

Based on the results and discussion of this research, there are several suggestions for students and future researchers. For students, according to the results, every students has different types of anxiety. Students who feeling anxious when speaking they should relax and do not bullying each other. They should try to support each other and realize that making mistakes in speaking is a normal thing which makes future learning to be better. For the future researcher, this study could be the references for their research which is related to speaking anxiety. The researcher hopes that the next researchers could conduct a better study and do the study by utilizing

the other techniques of research method to achieve result that more accurate.

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