A STUDY ON THE ANXIETY OF THE LOW AND HIGH SPEAKING ACHIEVERS OF THE ENGLISH EDUCATION DEPARTMENT OF UNIVERSITY OF ISLAM MALANG

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Abstract: This current research focused on identifying the contributing factors of students' anxiety and to describe the type of anxiety that faced by low and high speaking achievers. This study used descriptive qualitative research method. The result of this research showed that both categorized students placed at "anxious" (low speaking achievers) and "mildly anxious" (high speaking achievers). It also gives a description that anxious students do not have a low score and mildly anxious students may not always have a good score. In this research, 2 anxious students are having a bit lower score from the other students, meanwhile 2 other students with mildly anxious having satisfactory score. The percentage of students' response was also classed into three type of anxiety. 33.3% of students experienced communicative apprehension, whereas 30.3% feel anxious in test anxiety, and 36.4% of them were getting anxious in fear of negative evaluation. The last type of anxiety got the highest percentage.

Keywords: anxiety, low speaking achiever, high speaking achiever

INTRODUCTION

The teaching of speaking skill has become increasingly important in the English as second or foreign language (ESL/EFL) context. English is one of a core subject which is taught from elementary school to university level. In university level, the students faced four important subjects to acquire language skill; they are listening, reading, speaking and writing. Moreover, there are some elements that should be acquired to develop these four skills, they are; grammar, vocabulary, pronunciation, and spelling. Speaking as a real communications helps the interlocutors to perform a task, such conveying a massage, obtaining and giving the information, or expressing an opinion (Bahrani and Soltani, 2012). Torky (2006) defined that speaking is an integrated process of constructing meaning that involves knowledge creation, obtaining and processing information. Commonly, speaking happens when two or more people are captivated in talking each other. They are committing speaking for some reasons, such as sharing the information, asking or giving something, and other communications intension. In

addition, Herwanto (2013) stated that speaking is about putting the ideas into words that deal with the thoughts, perceptions and emotions of someone else to inform the meaning or message of the spoken language.

The effect of a big contribution from speaking course in students' life not only limit as they know how to produce the particular point of language such as (grammar, pronunciation, or vocabulary), but students should also understand when, why, and in what ways to generate language. It can be concluded the impact of speaking helps the students use the elements of language skill in right way, and realize about the situation and time to send language properly (Antoro, Wisasongko, Khazanah 2015).

The success of mastering foreign language can be said when students are capable to carry out the conversation at ease. Therefore, the students must enhance their speaking ability along with the other skills. But, to speak English fluently in front of many people is not easy. Certainly, students faced various barriers and obstacles, like the students thinking too much about the grammatical errors when they speak up, the lack of vocabulary mastery, and lack of mastering the pronunciation and fluency.

Language anxiety is seen as one of the challenges for language learners to achieve success in high level of foreign language skills (Indrianty, 2016). Generally, anxiety is described as someone's anxious in facing something that can be serious problem for them. Horwitz, Horwitz, and Cope (1986) defined foreign language anxiety as "a distinguished multipart of self-perceptions, beliefs, feelings, and behaviors related to classroom language learning derived from the uniqueness of the language learning process". Zhang (2010) defined anxiety as the psychological tension that faced by students in performing a learning task. According Mohtahsam & Farnia (2017) anxiety is an individual's state in which they feel fear, confusion, self-doubt, nervousness, or apprehension, just like any others particular anxiety. Ramsay (2003) also emphasized anxiety is a feeling of fear, apprehension or uneasiness, and some anxious people are suffering from firm, phobic, tension, frustration, panic, and depression. Some students believed that English is the most difficult lesson to be learnt. In their mind it can affect to their self-esteem and make them feel the anxiety in classroom. Besides, when

their teacher ask them to perform their speaking in front of classroom they begin to feel stammer, nervous or even ignore their teacher.

There are three major types of anxiety (Ellis 1994: 479-481) can be differentiated as trait anxiety, situation-specific anxiety, and state anxiety. 1) **Trait anxiety**. According to Spielberger (1983) trait anxiety refers to a stable tendency to become nervous in a situation of different ways. People with trait anxiety appear to worry more than most people and feel unnecessarily affected by many environmental factors. People who have the high level of trait anxiety are commonly nervous people; they lack of emotional stability (Goldberg, 1993). 2) **Specific-situation anxiety.** According to (Ellis, 1994) situation specific anxiety occurs in specific time of situation or event such as public speaking, test-taking, or class participation. Situation specific anxiety can be included as a sub part of trait anxiety experienced at a given context. Each situation is different, therefore, a student may be nervous in one situation but not in other situation. 3) **State anxiety.** State anxiety refers to anxiety that occurring in a particular circumstance and commonly has a clean trigger (Huberty, 2009). It also means that state anxiety is an anxious feeling that people experience only by when they face a specific situation in a short time. It has an effect on student's emotion, cognition, and behavior. In addition, Indrianty (2016) said that this type of anxiety revealed in particular situation and it is not permanent. It is nervousness or tension at the specific occasion in response to outside stimulus. It occurs because students are exposed to a particular situation or even that is stressful to them. This kind of anxiety slowly disappeared when the students passed the dangerous situation.

METHOD

In conducting the current research, the researcher use descriptive qualitative research. Descriptive design is adequate to be applied in this research because the purpose is gaining a lot of information about phenomenon that happened in the field. The aim of this research design is to describe the types and the factors of anxiety that students have in speaking. In order to obtain sufficient data in this study, the researcher took the 3rd semester of English students at UNISMA as the respondent. The researcher was focusing on the students who

have the highest and the lowest score in speaking subject. There were 4 students selected from their mean score "A" and "C" for speaking course from 1st to 2nd semester.

In this research, the researcher used a FLACS (Foreign Language Anxiety Classroom Scale) adapted from Horwitz 1986. The score of questionnaire used Likert Scale that was categorized into strongly agree, agree, neither agree nor disagree, disagree, and strongly disagree. The questionnaire consisted of thirty three statements which were responded by the students. A set of questionnaire administered to find out the kind and factor of anxiety that faced by low and high speaking achievers. In FLCAS there are three components of language anxiety which are including in each questions in the questionnaire.

- For communication apprehension there were eight items: 1, 4, 14, 15, 18, 24, 27, 29, 30, and 32
- For test anxiety there were five items included: 2, 3, 8, 9, 10, 12, 16, 19, 20, 21, and 22
- The nine items related to fear of negative evaluation were: 5, 6, 7, 11, 13, 17, 23, 25, 26, 28, 31, and 33

Besides using questionnaire the researcher also use interview guideline to support the result of the questionnaire and to get deeper understanding about students' anxiety in speaking. The questions of interview consist of 10 items. From number 1-2 were questions about Over self-prediction toward fear, number 3-5 were stated as Irrational faith, the next number included as Over sensitivity toward threat, number 7 was related to The sensitivity of anxiety, then number 8-9 were questions about Wrong attribution body signal, the last number is about Low self-efficacy.

To collect the data, a set of questionnaire given to the four students from 3rd semester of English Education major that qualified for being the participant of this study. The students chosen were 2 of the students that got the "A" score in speaking course, and the others 2 were the students that got "C" score on that course. After finishing the questionnaire, the researcher doing the interview section to the four students selected. The questions are using semi-structured interview by using English. Once the data has been collected, the data analyzed by

categorizing the students' respond to each questionnaire statement. It means that the researcher calculated the number of students who gave the answer "strongly agree", "agree", "neither agree nor disagree", "disagree", and "strongly disagree" trough every statement.

FINDINGS AND DISCUSSIONS

The level of anxiety for the students in speaking skill were categorized by using Horwitz (1986) FLCAS questionnaire consist of 33 numbers of statement. The statement divided into two kinds, which were positive and negative statements. The positive one ranged from 1-5 with answer "Strongly Agree" to "Strongly Disagree". There are several numbers included into positive statements 2, 5, 8, 11, 14, 18, 22, 28, and 32. While, the negative statements will be ranging from 5-1 with answer "Strongly agree" to "Strongly Disagree". The following numbers are belong to negative statements 1, 3, 4, 6, 7, 9, 10, 12, 13, 15, 16, 17, 19, 20, 21, 23, 24, 25, 26, 27, 29, 30, 31, and 33. The data calculated manually with the range of score started from 33 up to 165. See the table below.

Table 4.1 FLCAS Statements

| Category	Statements
Positive	2, 5, 8, 11, 14, 18, 22, 28, 32
Negative	1, 3, 4, 6, 7, 9, 10, 12, 13, 15, 16, 17, 19, 20, 21,23, 24, 25, 26, 27, 29, 30, 31, 33

Table 4.2 Likerts' Scoring Table

	Scoring				
Statement	Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree
Positive	1	2	3	4	5
Negative	5	4	3	2	1

After collecting the result from FLCAS, then it grouped in to some levels of anxiety started from "very anxious", "anxious", "mildly anxious", "relaxed", "very relaxed". See the table below.

Table 4.3 FLCAS Range Score

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

The cycle below showed the percentage of anxiety level of the students.
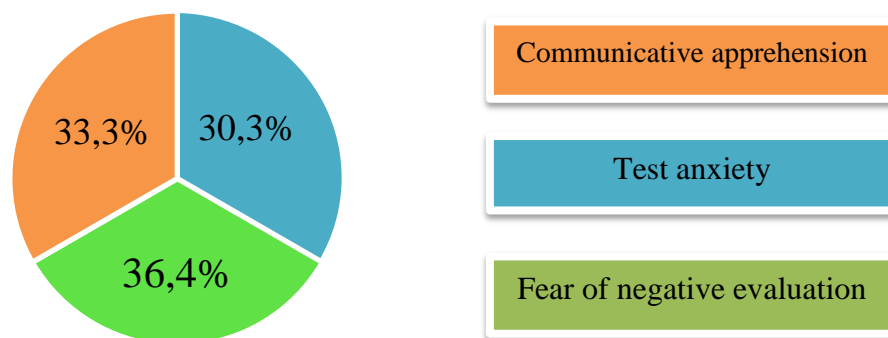
From the data above, it shows that communicative apprehension has the middle percentage. These types of anxiety include number 1, 4, 14, 15, 18, 24, 27, 29, 30, and 32. There were 33.3% students who have problems in communicative apprehension. The students often felt nervous and confused when they are do conversation in or give speech in front of the class. They also get worry for making mistake when communicating with their teacher or interlocutor. In their study, Sadeghi et al. (2013) argued that public speaking is the second great fear of humans.

For the test anxiety, the average of the whole statement of test anxiety deals with 30.3%. The types of this test include number 2, 3, 8, 9, 10, 12, 16, 19, 20, 21, 22, and 23. It indicates that the participants chosen experience language test anxiety. In this situation, the students are worried about making mistake in

language learning especially in speaking course. Learners who suffering such performance anxiety will have challenges in facing exams or quizzes, (Ula, 2016).

For the last, fear of negative evaluation, it placed the highest percentage of the whole types of anxiety. The average was 36.4% in total. The statement of fear of negative evaluation consist number 5, 6, 7, 11, 13, 17, 23, 25, 26, 28, 31, and 33. The data showed that most of students have a serious problem in negative evaluation.

CONCLUSIONS AND SUGGESTIONS

The researcher completed the study by providing the students questionnaires and interviews to obtain the data needed. The questionnaire comprised several statements of students' anxiety in speaking subject exactly. The outcome of this current study showed that both categories students between low and high speaking achievers got the different levels. The low speaking students categorized as students who are "anxious", while students who classified as high speaking achievers enter the "mildly anxious" level.

The result of this research give a descriptions that anxious students do not have a low score and mildly anxious students may not always have a good score. In this research, 2 anxious students are having a bit lower score from the other students, meanwhile 2 other students with mildly anxious having satisfactory score. Although the score of each student slightly different, it proves that every student must have anxious when speak up, whether they belong to students who have good grades or vice versa. The students' anxiety factors in speaking English language were the students had over self-prediction to say something in English, unreasonable confidence to speak up in English, sensitivity of anxiety, wrong attribution of body signal because they can't express their ideas well in English, and low self-efficacy, that's all the factors that inhibit the students to practice English as well.

To overcome students' anxiety, the English lecturers should apply the interesting method to teach speaking course for students. The lecturer should be aware of speaking anxiety faced by the students because it could affect their language learning process. Therefore, it is necessary for lecturers to recognize

students' speaking anxiety early on or since junior high school, in order to treat them properly during the lesson. After knowing the level of their anxiety, it will be easier for teachers to deal with the students. Speaking teachers are also advised to use FLCAS to detect students' anxiety levels in speaking. In addition, the lecturer should design the interesting method and good vibes to reduce their speaking anxiety. Hence, by create comfortable situation, they will become relax in learning speaking in English.

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