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## **Speaking Anxiety Level of English as Foreign Language in English Education Study Program at STKIP PGRI Sidoarjo**

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**Abstract** This study was conducted the speaking anxiety level of English in English Education Study Program Students at STKIP PGRI Sidoarjo. This research described the students' speaking anxiety level analyzed by using descriptive qualitative research method. The research subjects of this research were English Education students which consisted of 25 active students and the data were questionnaire that used Foreign Language Classroom Anxiety Scale (FLCAS) procedure to elaborate the result of students' speaking anxiety level in table, percentage, and chart which became the data descriptions. The result showed that 43% of the students tend to have speaking anxiety level which is the score is under 51 which means low of speaking anxiety level. In interview answer, the students stated that many factors troubled them but the students also have their own technique to reduce anxiety such as holding own hands, keep calm, and so forth. Based on these findings, it can be concluded that learning to speak English as a Foreign Language in the classroom is able to make many foreign language students feel nervous and tense so that they are less able to do their best in the speaking class.

**Keyword:** *speaking anxiety level, foreign language anxiety classroom*

**Abstrak** Penelitian ini dilakukan untuk mengetahui tingkat kecemasan berbicara Bahasa Inggris pada Mahasiswa Program Studi Pendidikan Bahasa Inggris di STKIP PGRI Sidoarjo. Penelitian ini mendeskripsikan tingkat kecemasan berbicara siswa yang dianalisis dengan menggunakan metode penelitian deskriptif kualitatif. Subyek penelitian dari penelitian ini adalah siswa Pendidikan Bahasa Inggris yang terdiri dari 25 siswa aktif dan data berupa kuesioner yang menggunakan prosedur Foreign Language Classroom Anxiety Scale (FLCAS) untuk mengelaborasi hasil tingkat kecemasan berbicara siswa dalam tabel, persentase, dan grafik yang mana menjadi deskripsi data. Hasil penelitian menunjukkan bahwa 43% siswa cenderung memiliki tingkat kecemasan berbicara yang nilainya di bawah 51 yang berarti tingkat kecemasan berbicara rendah. Dalam jawaban wawancara, siswa menyatakan bahwa banyak faktor yang mengganggu mereka tetapi siswa juga memiliki teknik sendiri untuk mengurangi kecemasan seperti berpegangan tangan, tetap tenang, dan lain sebagainya. Berdasarkan temuan tersebut, dapat disimpulkan bahwa pembelajaran berbicara bahasa Inggris

*sebagai Bahasa Asing di kelas mampu membuat banyak siswa bahasa asing merasa gugup dan tegang sehingga mereka kurang mampu melakukan yang terbaik di kelas berbicara..*

***Kata kunci:*** *kecemasan, tingkat kecemasan berbicara, kelas kecemasan bahasa asing*

## INTRODUCTION

Learning is about a change: by developing a new skill, understanding a scientific law, changing an attitude (Sequeira, 2012). Learning is unlimited for everyone and they can learn everything from them. Learning is fun because you can use it to share everything. Also, learning can do in no formal condition but need more time to get an understanding of it. Learning speaking English is part of the study of language. Those who naturally have trouble speaking in group are likely to experience even greater difficulty speaking in a foreign language class where they feel less control over the communicative situation and their performance is constantly observed (Azarfam & Baki, 2012). If students would like to study language, students should be able to speak English. Not everyone understood or learn about English and be able to speak English fluently. In order to understand more, students have to understand this part more deeply.

With nervousness and worry the speaking performance sure is more difficult. Anxiety is taking part of the reducing the speaking performance. The mastery of speaking skill in English is a priority for many second-language or foreign-language learners. Consequently, learners often evaluate their success in language learning as well as the effectiveness of their English course on the basis of how much they feel they have improved in their spoken language proficiency (Richards, 2008). Van Lier's (1995; as cited in Bailey, 2004) model of Spoken Language Units suggested the components of spoken English, which is important in speaking skill. The four traditional areas of linguistic analysis which teachers must understand are phonology, morphology, syntax and discourse and the units of spoken language which learners must master are phoneme, morpheme, word, phrase, word, phrase, clause, utterance and text. Speaking skill includes the differences of speakers, particular circumstances call for different forms of speech, speaking styles that affect listeners, and different speech in different formality (Wallace, Stariba & Walberg, 2008). Communication apprehension is a type of shyness characterized by fear of or anxiety about communicating with people. Difficulty in speaking in pairs or groups or in other words oral communication anxiety or in public such as "stage fright", or in listening to or learning a spoken message also known as receiver anxiety are all manifestations of communication apprehension (Horwitz, Horwitz & Cope, 1986). Anxiety always causes nervous and out of mind because of it. However, Horwitz, Horwitz, & Cope (1986) explain language anxiety as "a distinctive complex of self-perceptions, beliefs, feelings and behavior related to classroom language learning process". In order to decrease this factor, students should be able to handle or control it with knowing the solutions.

Based on the statement above, the research studies of the following problems: How is the speaking English anxiety level of English Education Students at STKIP PGRI Sidoarjo? which is aimed at finding the foreign language speaking anxiety's level that affect the speaking performance in the English Education students that causes many problems and endures the speaking English performance. Hence in this study, speaking skill is regarded as fundamental skill for second language learner which comprises traditional areas of linguistic analysis and is always evaluated in the second language learning. The ability of students to use this skill in the second language classroom is chosen as the predictor of students' language anxiety. The role of the teacher in the language classroom is really needed to help the students acknowledge the anxiety's factor and the way to handle it better when the foreign language is teaching by the teacher.

## **Review of literature**

### ***Definition of Anxiety***

Anxiety is subjective feelings of tension, nervousness, and worry, and by activation or arousal of the autonomic nervous system (Horwitz, 1986). In that case, speaking foreign language is quite difficult to say than native language. With nervousness and worry the speaking performance sure could be more difficult. Anxiety takes part of the reducing the speaking performance. Many students that reduce their ability in order to not making mistake. Anxiety is a feeling of tension, apprehension and nervousness associated with the situation of learning a foreign language (Horwitz et all cited in Nascente, 2001). It's a psychological and emotional state that results when we behave apprehensively and too much worried. The students looked more nervous when they spoke in front of the class and somehow they did not know about what they have to say and kept silent even though they understand about the topic. Professor of psychology, Peter D. MacIntyre, explains that language learning is a cognitive activity which depends on several psychological processes which anxiety can interfere with by creating a divided attention scenario. He also mentions that anxiety can interfere with students' capability of demonstrating knowledge and consequently also experience more failure which can contribute to the anxiety level increasing. In that case, anxiety has negative effect on oral performance for speaking.

### ***Factors that trigger anxiety***

The first is Low on Self-Confidence. Low on self-confidence is low self-esteem or lack of self-confidence can force the brain to try to protect the person by making him shy. According to one researcher, "There are some distinctive social and psychological factors that frequently set obstacles before the abilities of learners speaking English both in classrooms and outside the classrooms." (Jamila, 2014). The second factor is shyness. Shyness is a term used to describe the feeling of apprehension, lack of confidence, or awkwardness experienced when a person is in proximity to, approaching, or being approached by other people, especially in new situations or with unfamiliar people (Irwin, 2010). Feeling scared of doing and saying what it should be about negative reaction for example being laughed or criticism, feeling humiliated, intimidating by their friend, and anything else. In the speaking class, being active to speak up or share about your idea, opinion, suggestion, and so on is needed. The next factor is loss on motivation. Sahana (2012) states that motivation is a process that controls and maintains certain behaviors. For learning process will encourage to find reasons not to do it and leads to stress, which further more undermine your motivation. The last is fear of mistake. Unfortunately, not only in High School but also in Middle School and University, most students learn new negative beliefs. Their teachers force the students to memorize grammar rules and take tests. Students learn to believe that there is only one right answer for every question. The students learn to fear mistakes. In school, students are embarrassed to make mistakes and thus they fear speaking. Most English learners feel stressed and nervous.

### ***Foreign Language Anxiety and Speaking Skill***

Speaking skill is labelled oral production and is certainly one of the skills students need to learn in their language development. The research focused on the speaking skill because the mastery of speaking skill in learning any language including English is a priority for many second or foreign language learners. That is to say, speaking skill is one of the linguistics skills of language development that should be mastered by the target language learners. Due to its emphasis on interpersonal interactions, the construct of communication apprehension is quite relevant to the conceptualization

of foreign language anxiety (McCroskey, 1977). Chiang (2012) went into elementary school context on investigating foreign language anxiety and English-speaking proficiency. The study shown that there is a negative correlation between participants' anxiety and their English speaking performance. The highest mean of anxiety factors is on speech anxiety variable, while the lowest mean of anxiety factors is recorded for fear of making mistakes variable.

## **METHOD**

### ***Research Design***

This research will be conducted by using Descriptive Qualitative Method. The researcher used this method to answer the research question because there are descriptions of the result. This study presents the students' anxiety level.

### ***Research Subject***

The subject is the students of English Education Study Program at STKIP PGRI SIDOARJO in Academic 2015/2016 that consist of about 25 active students. This research is finding out the speaking anxiety level. English Education Study Program Students was a sample that compatible with this research because they will become a teacher and should be able to speak English fluently in order to get better communication. The researcher would like to show and describe the speaking anxiety level of university students that have been done mastering English subject in 7th semester and to prove that even though the students in 7th semester but there is still have factors that trigger anxiety and the speaking anxiety always appears when the students do speaking performance.

### ***Source of the Data & Data***

The source of data was the participants who have completed the questionnaire and done the interview. The data are divided into 2 types. The first data was the result of the questionnaire and it was the primary data. The second data was the interview. The second data were the supporting answer for the questionnaire.

### ***Instruments***

There are 3 instruments that were used in this research study. There are the questionnaire, the interview questions, and video recorder. The questionnaire contains physical reaction question that consists of 33 questions and the interview contains emotional reaction question that consists about 10 questions. The interview section chose randomly 8 students to answer about 10 interview questions.

### ***Data Collections Procedures***

In this study, the researcher conducted some procedures in order to get the purpose of the research study. There are the steps of collecting the data. The first step that the researcher collected the data are, come to the students' class and ask the permission to the English Education Study Program Students then explained what the researcher did in the class. After getting the permission, the researcher administered the questionnaire to the English Education Study Program Students about 25 copies. The students must fill the 33 statements in the questionnaire. The questionnaire was designed and validated by Horwitz (1986) employed to obtain data for the current study about Foreign Language Classroom Anxiety Scale (FLCAS). The responses gave 5-point Likert scale, where SD indicated strong disagreement and SA indicated strong agreement with a statement. SD= strongly

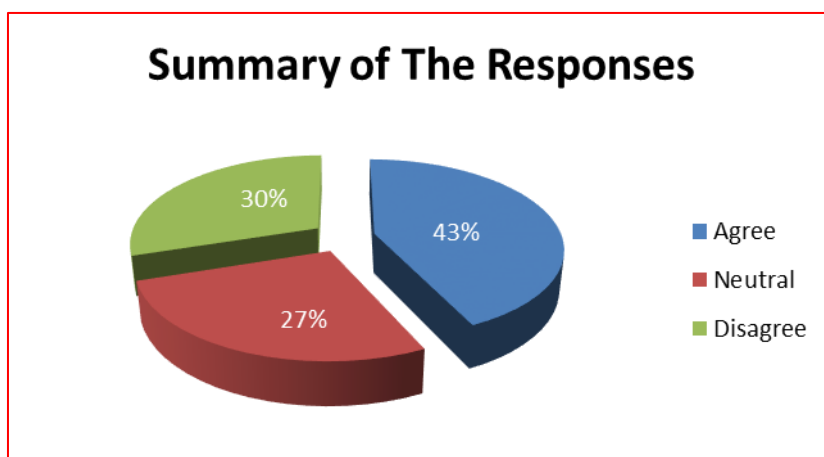
disagree, D= disagree, N= neutral, A= agree and SA= strongly agree which indicated the degree frequency of participants. After the participants finished the work to answer the questionnaires about foreign language classroom's anxiety, the researcher collected the questionnaires sheet from the students. Next, the researcher did the interview to 8 students randomly. The students answered the 10 the interview questions. The researcher recorded the interview with video recorder.

### **Data Analysis**

The data that gather from the questionnaire was analyzed by using some procedures. Data was analyzed by using descriptive qualitative approach. Then, the data analyzed to obtain descriptive statistics. The research questions aimed to describe the foreign language students' speaking anxiety level. Researcher analyzed the data by using descriptive statistic to find out the speaking anxiety level. The results obtained from the questionnaires were categorised according to the scales from Strongly Disagree (SD) to Strongly Agree (SA) so as to determine high and low anxiety students. Those with high score were found to be experiencing high anxiety whereas those with low score were categorised as low anxiety students. According to Yaikhong & Usaha in 2012, the anxiety level divided into 3 scoring scale from score that higher than 68 as high anxiety, score between 51 until 68 as medium anxiety, and score below 51 as low anxiety to find out the result of anxiety level in classroom and the interview's answer use to show the students' emotional reactions were analyzed by giving some description.

## **RESULTS AND DISCUSSION**

### **Students' Speaking Anxiety Level**



**Figure 1. Summary of Students' Responses**

As the pie demonstrates, 27% responses are neutral about foreign language classroom anxiety, 43% responses are agree about foreign language classroom anxiety, and 30% responses are disagree about foreign language classroom anxiety. As the researcher explains in previous chapter, the range number of anxiety that more than 68 as high anxiety, between 51-68 as medium anxiety, and score under 51 as low anxiety. The result shows the anxiety level is under the 51. Thus, 2015C English Education Program Students is low of foreign language classroom anxiety.

The results of questionnaire with students, the researcher found that students expressed the opinion that they are still having some difficulties in learning English, Some students also stated that in order to improve their speaking ability, students should know how to improve it in a various ways, such as: gaining new vocabularies, increased their accuracy and fluency in speaking, and boost their confidence. After distributing the questionnaire, the researcher conducted the interview to the 8 students choose randomly with 10 questions in order to gather the emotional answers according to students of view. The result of foreign language classroom anxiety's interview capture in a picture of interview answers. First, mostly students have anxious about lack of self-confidence. The picture can be seen on the answer of the participant as follows:

Researcher	: “Do you enjoy the speaking class?”
Participant	: “Yes, I’m enjoyed.”
Researcher	: “What do you feel when you speak foreign language?”
Participant	: “I always feel nervous in front of the class because lack of confidence because of... emm what... My english wasn’t good enough. Because of that, when in front of the class I’m not feel confidence.”

The transcript above shows that the students that have lack of self-confidence have a foreign language classroom anxiety in high level. In contrast, the student whose have self-confidence felt relaxed in the foreign language classroom anxiety. The transcription below is the proved that have self-confidence make low level on speaking anxiety.

Researcher	: “What do you feel when you speak foreign language?”
Participant	: “Of course, I enjoyed. I feel comfortable.”
Researcher	: “Why do you feel that way?”
Participant	: “Because..yeah nobody..eh I mean not all people can speak the foreign language. So, I can speak in my style.”
Researcher	: “So, you are confidence?”
Participant	: “Yeah.”

Second, the majority of students highly fear of is communication anxiety. The underline sentence below proves that communication anxiety affect the speaking performance.

Researcher	: “Do you get nervous and confused when you do speaking English in front of the class?”
Participant	: “When I speak English sometimes I feel nervous. So, I forgot what I was thinking yeah feels lost.”
Researcher	: “Why do you feel that way?”
Participant	: “Maybe because of the too nervous is makes me forgot what I think then simple words just lost like the English of the word.”

The transcription above is useful for the students that have speaking classroom anxiety.

### ***Discussion***

As the researcher wrote in the first chapter, this research purposed to answer the research problem that is to figure out the result of foreign language speaking anxiety level students. In this discussion section, the researcher found some interesting findings worthy of further investigation in larger studies. All respondents reportedly experienced at least a medium level of anxiety when response to the speaking situation in the classroom. Based on 33 statements of FLCAS questionnaire,

there were varieties of responses from all respondents. The result of the questionnaire reflect that 25 students majoring English Education Program at STKIP PGRI Sidoarjo who study, practice, even join the speaking class feel some amount of anxiety. It is clearly seen from the chart that 43% students have low anxiety level in speaking performance.

At a low level of speaking anxiety, student seems exclusively get stressful situation and ignore order task when overcoming speaking performance. Peplau (1989) stated that “say we have taken a child to the playground and lose sight of him. We might experience a faster heartbeat, dry mouth, sweating and stomach pain or nausea. Our speech may be rapid and high-pitched, and our hand and arm movements are likely more exaggerated. Nervous habits, like biting your nails or wringing your hands, are common. Your singular focus is likely where the child might be. Once you find him playing with other children, your symptoms subside.” According to statement, if related about speaking anxiety, students who have low anxiety might experienced sweating, stomach pain, heart pounding fast, and stuttering. Students would only focus on their performance and forgot the material. Furthermore, based on the interview answer, students are not sure whether they prefer to speak in English or not. They tend to have doubtful perceptions about their feelings when they are asked to express their opinions about communicating in speaking class. Symptoms might include fidgeting, irritability, sweaty palms and heightened senses (Peplau, 1989). This mild anxiety is commonly happen in daily life. At this rate, the students tend to be open minded, despite stress. Mild anxiety is technically motivational that means could help the students focus on the speaking material and remake the concept for speaking performance. Once the students mastered the material concept, the anxiety of the students is likely to disappear quickly.

The findings of this study are in line with Horwitz and Cope (1986) there are many psychological symptoms such as: fear, anxiety, difficulty concentrating, difficulty understanding the contents of the target language, avoidance behavior, being forgetful, sweating, stuttering, trembling, heart pounding fast and sleep disorders. Based on the explanation above, it can be concluded that speaking anxiety is fear, worry, and nervous effects on one's self-confidence make a person experience failure when unable to speak and show what is known when speaking in class.

## **CONCLUSION**

### ***Conclusion***

The result of this study shows that speaking anxiety in low level caused by many factors. Lack of confidence in speaking English in class, fear of speaking in public, anxiety about not understanding everything taught in class, and stressful speaking in class activities. There is the major research problem that present in the beginning of the discussion: the result of foreign language speaking anxiety of the English Education Program in STKIP PGRI SIDOARJO. The participants is have been learning the English class about 7th semester. The participants are 25 respondents. The researcher would like to gain the result about speaking anxiety level.

To find out the results of the students' speaking anxiety level by descriptive qualitative method that is implemented in the classroom, the researcher use the questionnaire and do the interview. The result of questionnaire showed that there is speaking anxiety level under the 51 which mean low on speaking anxiety. It can be seen from the overall score of 25 students from the questionnaire is 43% respondents agreed of speaking anxiety classroom, 27% respondents of neutral, and 30% respondents disagree there was speaking anxiety in the classroom. It means that mostly there is speaking anxiety



that affect their speaking performance but in under the score which means low anxiety. Then, to find out the responses of the respondents, the researcher did interview to collect students' responses. For the results of the interview, the researcher found that students expressed the responses that many students being anxious about the language itself and the atmosphere of the learning process. Students also stated that holding the students' hands when anxiety appears useful solution to reduce heart pounding, nervousness in front of the class, and boost the students' confidence. The students feel the improvement in such a various way is important to reduce anxiety and improve the speaking performance such as enrich the vocabulary, join the English conversation club, and share the knowledge to others.

### ***Suggestions***

For Teachers/ Lecturers must be aware of foreign language anxiety in English class because anxiety has become the important factor that affects students' speaking performance. Therefore, English teacher have a good knowledge about the students' anxiety level in order to treat the students in properly ways during the teaching learning process. Thus, the teacher can find the solutions for helping the students overcome the speaking anxiety. Moreover, the students should understand the material in the students' point of view in order to reduce the speaking anxiety, improve the quality of the students' learning English language, and motivate the students about foreign language especially English language.

For the students who have high anxiety, the students need to get involved to reduce anxiety in the classroom. The students should cooperate with each other in order to create a comfortable environment in the class. The students with low anxiety level should not ridicule other high anxiety's students; the low anxiety's students should help when the high anxiety's students face the difficulties. The students should realize that making mistakes in learning foreign language is common and it is naturalness.

For Future Research, the researcher hopes that the future researchers will conduct a better research about speaking anxiety in different skills area such as listening, reading, and writing. The researcher also wish that the other researcher could use this as the reference for developing the research. The issues about foreign language classroom anxiety will never be expired because most of foreign language learners are definitely face this problem when try to learn about foreign language. Therefore, further investigations about certain methods that can help students reduce students' speaking anxiety in learning English are extremely needed.

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