



Speaking Anxiety and its Influences on Students Performances in English Class at STMIK AMIK Jayanusa

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Abstract

In STMIK AMIK Jayanusa Padang was found that semester IV students had a problem in speaking anxiety in English class. The students still have difficulties comprehend English concept and difficulties in expressing their ideas in speaking. There are some factors which seems to cause the difficulty. Anxiety become a major factor that could influence their ability in language learning. In speaking class, student tend to be silent if they are asked by their lecture. Many times they keep silence even if they understand the question and could actually answer the question from their lecture. The students unable to manage their emotion including nervousness, lack of self confidences, shyness and the student fear to make mistake when they speak in front of the class. The sources of the data were the student of information system of STMIK AMIK Jayanusa Padang who are in the fourth semester that consist of 50 students. There were 12 students as a sample or 25 % for doing the questionnaire. There are three indicators for anxiety, they are communication apprehension, fear of negative evaluation and test anxiety.

Keywords: *Speaking anxiety, Students Performance, English Class.*

INTRODUCTION

Speaking is an activity of someone to communicate orally with others. It takes place everywhere and has become part of people daily activities. In Indonesia English is learned as a foreign language and becomes a compulsory subject from elementary up to senior high school with the objective of learning is to develop students' learning skills in English, including listening, speaking, reading and writing. According to Nunnan (2000:39), speaking is one of a key aspect of learning a second or foreign language. Moreover, he further notes that the success of learning the language is measured in terms of the ability to carry out a conversation in the target language. Fear of danger or misfortune that cause distress or uneasiness of the mind can define as anxiety. Excessive and exaggerated worry about everyday things is how general anxiety looks like. The constant worry is somehow unrealistic and out of proportion, leads to a domination and intervention to daily function such as school, work, relationship, and social activities.

In regard to anxiety toward foreign language, researchers have conducted different approaches from different aspects. Professionals' interest in the development of students' speaking proficiency can be considerable nowadays. Their concern on oral competence could be one of the

factors that intensify high level of anxiety toward foreign language that some learners could experience.

In educational world, speaking is considered as a necessity that reflects positive personal characteristic. However, foreign language learners often express their feeling of nervousness, stress or anxiety while trying to speak and claim them of having 'mental block' against learning. Campbell and Ortiz estimated that up to one half of language university students experience deliberating levels of speaking anxiety and this is what we should be 'alarmed' for. Moreover, Gardner in Brown (2010:151) identify three indicators of foreign language anxiety which are (1) communication apprehension arises from learners' inability to adequately express mature thoughts and ideas, (2) fear negative evaluation arises from a learner's need to make a positive social impression on others, and (3) test anxiety is apprehension over academic evaluation.

From the researcher preliminary observation at STMIK AMIK Jayanusa Padang, it was found that many students has problems in speaking English. It could be seen from the result of students' practical test. Most of the students could not fulfill the minimum standard achievement. The mean score of students speaking achievement still low in grade middle to low. The score is categorized into middle to low. The researcher investigated some students to find out the factors which caused the students' low grade of speaking achievement. They still have difficulties in comprehending English concept and how to express their ideas in speaking class.

There are some factors which seem to cause the difficulty. The reluctance of many students to speak in class has become a major factor that could influence their ability in language learning. In speaking class, student tends to be silent if they are asked by their lecture. Many times they keep silence even if they understand the question and could actually answer the question from their lecture. The students unable to manage their emotion including nervousness, lack of self confidences, shyness, lack of motivation and boredom. Teaching and learning process still focuses on the lecturer. The lecturer dominates classroom activities; meanwhile, the students are passive. As the result, students do not get enough chance to practice their English.

Dealing with the found fact of the investigation above, it is showed that anxiety plays an important role in students' speaking ability, anxiety can be block of students mastery in English. Krashen (1982) categorized anxiety as an effective filter that could impede students to gain their full ability in learning language. They also might develop other kind of negative behaviors such as becoming passive learners in the class, sitting in the back row even skipping EFL classes. There are some precious researches on anxiety and its effect on speaking ability. Many of the previous researches on speaking anxiety focused on junior high school and senior high school level, therefore, this research focused on English class at University students and their strategies to overcome it.

METHOD

The sources of the data were the students of Information System at STMIK AMIK Jayanusa who are in fourth semester; the students of English class consist of 50 students. From 50 students the researcher only takes 12 participants that chose randomly . In this case the total population was 25 %. The researcher chose those students because they have already learned about English 1 subject. Since the aim of this research describes the type of student anxiety in speech class, it is needed to estimate students' achievement in speech in order to classify the students based on their anxiety. The classification of the students was determined by giving them a questionnaire. To complete the data, the researcher also use questionnaire to measure the students' anxiety. Questionnaire used to know

students' anxiety toward speaking whether they can be categorized as low or high anxiety students. The items in the questionnaire is based on the indicator of students' anxiety as proposed by Gardner *et.al* in Brown (2010) where they divide the anxiety into three main indicators; communication apprehension anxiety, fear of negative evaluation anxiety, and test anxiety.

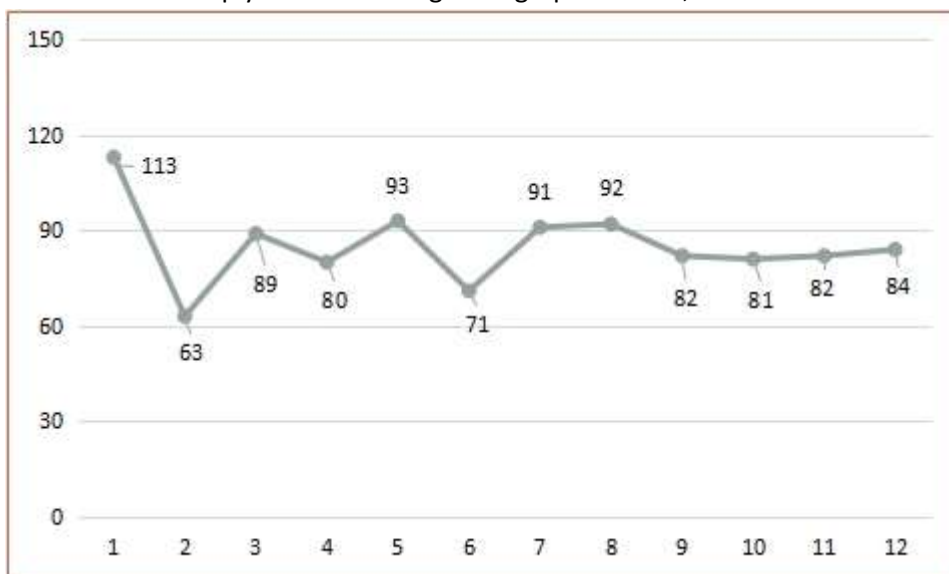
Then, the indicators for students' anxiety were adapted from what has been developed by Horwitz, *et al* (1986) under the term Foreign language Classroom Anxiety Scale (FLCAS). There are about 30 items of questionnaire answered by the students. These 30 items are categorized into three main categories; communication apprehension, fear of negative evaluation and test anxiety.

RESULTS AND DISCUSSION

The researcher collected questionnaire data from 12 participants who take English 2 subject. The twelve participants were then handed on the questionnaire consisting 30 statements. The items in the questionnaire represent statements to see the students anxiety, specifically communication apprehension, fear of negative evaluation, and test anxiety.

The researcher analyzed the questionnaire and tabulated the participants' responses on Likert scale. Unfortunately, there is no precise guidelines to analyze the responses acquired from FLCAS. Yet, Liu and Jackson in Kriangkrai and Siriluck (2012) as well as Ozturk and Gurbuz in Toubot *et al* (2018) suggested a simple method which is to multiply the point of the Likert scale and the total of the items, and then subtract the total multiplied scores from the total items of the scale.

Since the researcher used 30 items on the questionnaire, then the total multiplied score was 150. Moreover, it was subtracted 30 to achieve the range. Hence, scores higher than 120 were categorized as high anxiety, scores ranged from 90 up to 119 were categorized medium anxiety, and scores below 90 were considered low anxiety. By using this categorization, the researcher then was able to see the participants' level of anxiety. The data showed that none of the participants got high level of anxiety, four got medium level of anxiety, and the rest, which was eight participants, got low level of anxiety. The result can simply be seen through this graphic below;



Graphic 1. The graphic of the participants' score from questionnaire and their level of anxiety

Next, the dominant indicators of speaking anxiety can be identified by grouping the items and analyzing them in groups. Thus, the researcher re-tabulated the questionnaire results based on the three indicators of speaking anxiety such as follows

Table 1. The participants' level of anxiety based on communication apprehension

No	Item	Student												Sum
		1	2	3	4	5	6	7	8	9	10	11	12	
1.	1	5	1	3	3	5	3	4	4	4	4	3	3	42
2.	2	5	1	4	3	3	2	4	2	3	3	2	4	36
3.	9	4	1	3	2	4	2	2	4	3	3	3	2	33
4.	11	4	2	3	1	3	3	1	3	3	2	2	5	32
5.	12	3	4	3	3	3	3	2	3	4	2	4	4	38
6.	13	5	4	3	3	4	3	3	3	3	2	3	1	37
7.	14	5	1	4	2	4	2	4	4	1	3	4	2	36
8.	16	4	3	1	1	1	1	1	1	1	1	1	3	19
9.	24	2	2	2	2	3	3	2	4	1	2	2	3	28
10.	26	5	1	3	3	4	3	2	3	2	3	4	4	37
11.	29	4	5	2	4	3	4	5	4	5	3	4	2	45
Sum		46	25	31	27	37	29	30	35	30	28	32	33	383

By applying the same method to consider the level of anxiety, thus, scores above 44 was considered high, scores between 33 to 44 was considered medium, and scores below 33 was considered low. Meanwhile, to judge the participants' level of anxiety on communication of apprehension, the researcher, of course, needed to find the mean score first. As the total score was 383, then the mean score was 34.8 and thus the participants' level of anxiety on this indicator was considered medium. Looking at individuals, the table shows that eight participants were categorized to have low level of anxiety on communication of apprehension, three were considered medium, and one participant was considered having high level of anxiety on communication apprehension.

Further from the table, it can also be seen that Student 2 was the only participant who responded *strongly disagree* in items 1, 2, 9, 26, and 29, and this participant was one of only two participants who responded *strongly disagree* on item 14. To better see the factors significantly caused the anxiety, the table below can be used as a means to analyze them. This table shows frequency of the participants' responses on the questionnaire.

Table 1. Frequencies of communication apprehension items

Item	Statements	SD	D	N	A	SA
1.	Saya kurang percaya diri ketika berbicara di kelas bahasa Inggris	1	0	5	4	2
2.	Saya gemetar ketika akan ditunjuk di kelas bahasa Inggris	1	3	4	3	1
9.	Saya takut ketika tidak mengerti apa yang dikatakan oleh dosen di kelas	1	4	4	3	0

11.	Selama pelajaran berlangsung, saya memikirkan hal yang tidak berhubungan dengan pelajaran	2	3	5	1	1
12.	Saya tidak mengerti mengapa beberapa teman tidak nyaman di kelas <i>Speech</i>	0	2	6	4	0
13.	Saya tidak merasa cemas berbicara bahasa Inggris dengan penutur aslinya	1	1	7	2	1
14.	Saya merasa bingung ketika saya tidak mengerti apa yang dikatakan oleh dosen	2	3	1	5	1
16.	Saya sering berpikir untuk tidak mengikuti kelas <i>Speech</i>	9	0	2	1	0
24.	Kelas <i>Speech</i> berjalan sangat cepat sehingga saya khawatir akan tertinggal	1	7	3	1	0
26.	Saya merasa gugup dan bingung ketika berbicara di kelas <i>Speech</i>	1	2	5	3	1
29.	Saya merasa senang ketika berada di sekitar penutur asli bahasa asing	0	2	2	5	3

From the table, it can be seen that half of the participants did not feel confident to speak English in front of the class. Item 1 shows this conclusion. Combining the *strongly agree* and *agree responses*, there were six students or half of the participants who feel unconfident to speak in front of their classmates and lecturer. Meanwhile, the other five participants who responded *neither agree nor disagree* could likely be considered unconfident also for they realized that they were not confident enough to speak in front of their classmates and lecturer. Thus, there was only one participant who was very confident, and that was Student 2 who got the lowest overall score.

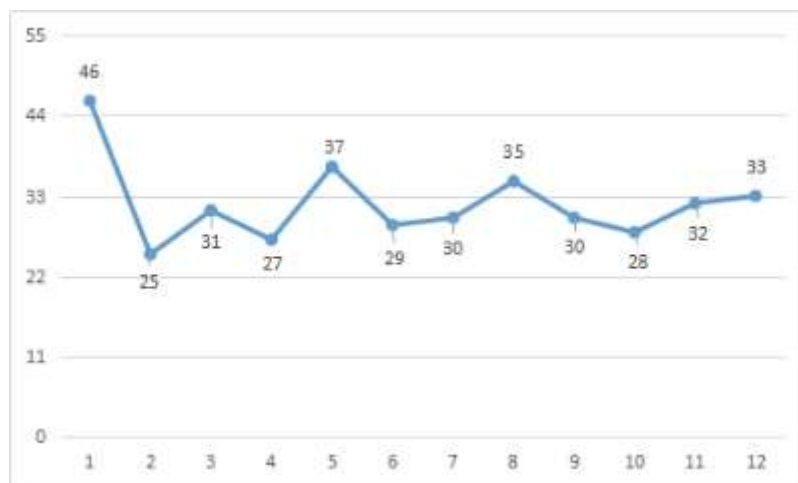
Next, the participants were divided into three in item 2, one third of the participants trembled when they were about to be called in speaking class, another one third could not decide whether they trembled or not, and the last one third were sure enough being called in speaking class would not make them trembled. Then, item 9 shows that none of the participants strongly believed that they were afraid if they did not understand what the lecturer were saying in speaking class even though three participants admitted that they agreed feeling afraid if it happened. It can be concluded that most of the students did not find it as a problem when they did not fully understand what the lecturer was saying.

Item 11 reveals that two out of twelve students could not focus on the lecture since they thought about things that had nothing to do with the course. And then, from item 12, the researcher concluded that only four of the participants felt comfortable in speaking class since the item states "*I do not understand why some people so upset over speaking class*" and it implies that participants who responded *strongly agree* and *agree* felt the opposite. In item 13, only three participants would not feel nervous speaking English with native speakers. As a matter of fact, when speaking with native speakers, the participants will not be able to switch to Indonesian when they cannot express themselves in English. Perhaps, that is the reason why only three of them have the courage to speak in English with native speakers. Funnily, Student 1 was the only one who responded *strongly agree* to this item while he/she was the one who got the highest overall score from the questionnaire which means he/she was the most anxious students of all.

Furthermore, half of the participants agreed that they were confused when they could not understand what the lecturer was saying, meanwhile the other five students seems to be just fine if they could not understand what the lecturer was saying. Only one participant could not decide whether he/she should agree or disagree to item 14.

Then, on item 16, it can be seen that 75% of the participant *strongly disagree* that they often felt like avoiding the speaking class. It can be easily concluded that the participants enjoyed speaking class and this conclusion is supported by the fact that none of the participant got high level of anxiety. Yet, there was one participant who responded *agree* to the statement, he/she was student 1, the one who got the highest overall score on the questionnaire. Unfortunately, Student 2 who got the lowest overall score was one of two participants who responded *not agree nor disagree* to the item. In addition, among 11 items concerning communication apprehension, this item received the lowest score, thus it is fair to say that the students have no problem with speaking class. The researcher assumes the students feel comfortable in speaking class due to positive learning environment.

Related to the previous item, item 24 reveals that eight out of twelve participants were disagree that the speaking class ran too quickly and they worried about getting left behind. This finding supported the researcher’s previous assumption that the class has positive learning environment that makes the students comfortable. Thus, in item 26, there were only four participants who got nervous and confused when they spoke in front of the class. Among those four participants, Student 12 believed that he/she would probably also feel uncomfortable being around native speakers of English (item 29). In conclusion, generally the participants were categorized to have medium level of anxiety seen from communication apprehension. To be precise, there was one participant who got high level of anxiety, three got medium, and eight got low, as can be seen from the graphic below;



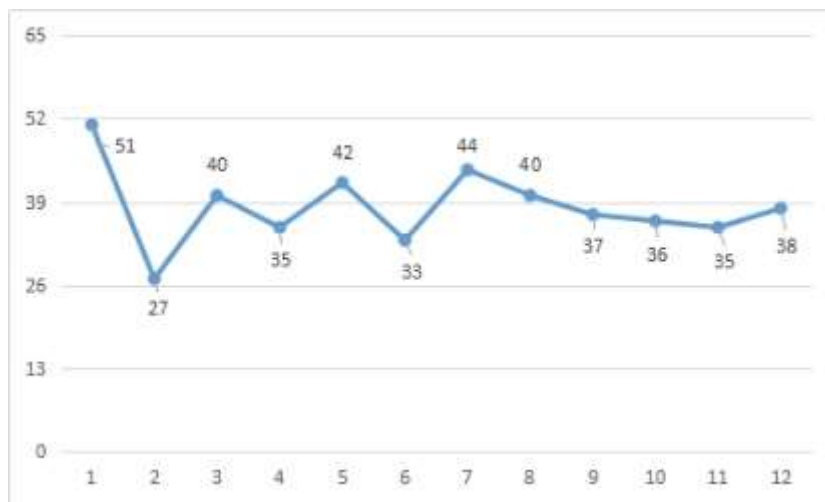
Graphic 2. The students’ level of anxiety based on communication apprehension

The researcher continued the analysis to the second indicator; fear of negative evaluation. There were thirteen statements related to this indicator. In other words, almost half of the questionnaire investigated anxiety based on this indicator. The re-tabulation looks as follow;

Table 2. The participants' level of anxiety based on fear of negative evaluation

No	Item	Student												Sum
		1	2	3	4	5	6	7	8	9	10	11	12	
1.	4	4	1	3	3	3	3	5	3	3	4	4	3	39
2.	7	3	1	3	2	3	2	2	3	2	2	3	2	28
3.	8	4	1	3	2	3	3	3	2	3	4	1	4	33
4.	15	5	2	3	2	4	2	5	4	2	3	2	4	38
5.	17	3	5	3	4	4	4	3	3	4	2	3	2	40
6.	18	5	1	3	3	4	2	2	4	3	3	3	3	36
7.	19	5	2	3	3	3	2	5	4	3	2	2	2	36
8.	22	2	1	4	3	4	2	4	4	3	3	2	3	35
9.	23	2	5	3	3	2	4	3	2	3	2	3	2	34
10.	25	5	1	1	1	3	2	1	2	1	2	2	2	23
11.	27	5	4	3	4	1	3	3	2	4	4	4	4	41
12.	28	3	1	4	2	4	1	4	4	3	2	2	3	33
13.	30	5	2	4	3	4	3	4	3	3	3	4	4	42
Sum		51	27	40	35	42	33	44	40	37	36	35	38	458

Despite being categorized to have low level of anxiety as a group, five of the participants got medium level of anxiety. the finding can be seen easier through this graphic below;



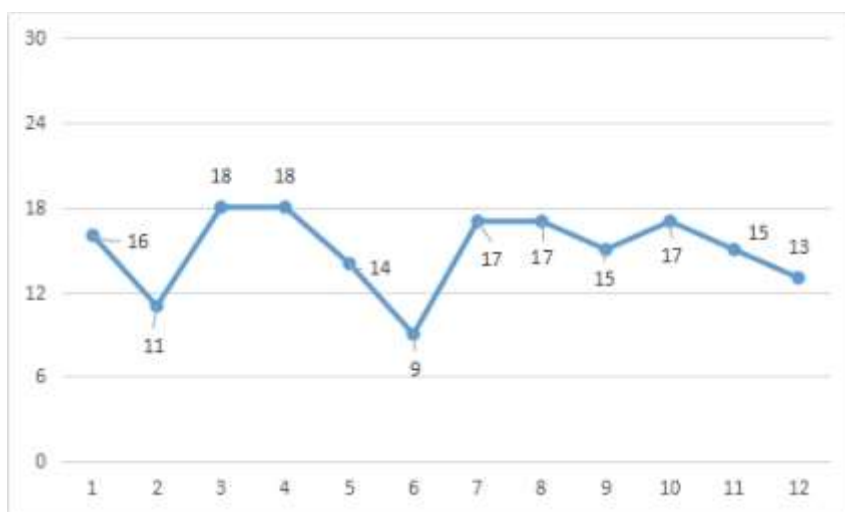
Graphic 3. The students level of anxiety based on fear of negative evaluation

And finally, the last indicator of speaking anxiety; test anxiety. There are six statements relating to this indicator. The table below shows the result from the questionnaire.

Table 3. The participants' level of anxiety based on fear of negative evaluation

No	Item	Student												Sum
		1	2	3	4	5	6	7	8	9	10	11	12	
1.	3	2	1	3	4	1	2	3	4	3	3	3	2	31
2.	5	5	2	4	5	5	2	3	5	3	4	4	5	47
3.	6	5	2	4	2	3	1	3	1	3	3	3	2	32
4.	10	1	3	4	4	1	2	5	4	4	4	1	1	34
5.	20	2	2	2	2	3	1	2	2	1	2	3	2	24
6.	21	1	1	1	1	1	1	1	1	1	1	1	1	12
Sum		16	11	18	18	14	9	17	17	15	17	15	13	180

As previously applied, the researcher needed to set the categorization first. Since there are six items, then, the scores above 24 are categorized high, those from 18 to 23 are medium, and those below 18 are low. In relation, from the total score 180, the mean score is 15 and it is categorized low. Hence, as a group, the participants were considered to have low level of anxiety based on test anxiety.



Graphic 4. The students level of anxiety based on test anxiety

From the graphic, it can be seen that none of the participants got high level of anxiety, only two got medium, and the rest of the participants got low level of anxiety. It can be concluded that almost all of the participants got low level of anxiety seem from test anxiety. Moreover, these six items provided some interesting findings. From the table, it can easily be seen on item 30 where all of the participants responded *strongly disagree*.

CONCLUSION

Based on the findings above, several conclusions could be drawn in this study. It was found that there are three indicators of anxiety; communication apprehension, fear of

negative evaluation and test anxiety. After explaining all the findings related to the dominant indicator of speaking anxiety, the researcher then can draw a conclusion that the students got medium level of anxiety on communication apprehension, and low both in fear of negative evaluation and in test anxiety. The researcher believes it is fair to say that the students tend to have low level of speaking anxiety.

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