

ANXIETY ISSUES ON ENGLISH SPEAKING CLASS; THE ANALYSIS OF STUDENTS' PROBLEMS OF ENGLISH LANGUAGE EDUCATION STUDY PROGRAM

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Abstract

Anxiety is a common problem faced by foreign language speakers due to the fear of making mistakes or talking about irrelevant topics. The issue, however, appears in any level of proficiency as it is part of mental activity. The anxiety may be beneficial since it makes speakers concerned about the content of their speaking, but it can also influence the quality of oral language production and make individuals appear less fluent than they really are. Therefore, it appears to be important to discuss the factors causing anxiety on English department students in STKIP PGRI Banjarmasin. As the aim of the study was to carry out what are the factors that usually affect the anxiety in speaking English, descriptive qualitative was used to find and analyze the factors that usually affect students' anxiety in speaking English. The subject of this study was eighth semester students of English Education Department of STKIP PGRI Banjarmasin with 28 students. The research data was gathered by distributing questionnaires to confirm students' answers. The result of analysis of students' anxiety in speaking English showed that speaking is a very difficult skill for students who study foreign language even for advanced learners. It was based on three factors influencing students' anxiety in speaking English; communication apprehension, fear of negative evaluation and test anxiety.

Key words: Speaking, anxiety, anxiety factors, English Learning.

INTRODUCTION

Feelings of anxiety or nervousness are commonly experienced when you want to speak a foreign language, especially by foreign learners when they want to try to speak the language, even if you are a college student. Speaking is believed as a skill that is most influential in terms of anxiety. There are so many things causing anxiety during speaking. One of the factors is English is not their mother tongue and English is a foreign language.

According to Koichi Sato (2003:5), there are some factors that make students can feel the anxiety when speaking. First, students are afraid of making mistakes and the second is Second is that the oral activities done in English class are often meaningless and irrelevant to the daily life of the students.

Some of people believed if you have prepared and practiced well, then you will reduce the anxiety problem on speaking. Nevertheless, somehow on another people the theory doesn't work. Most people feel anxious when they want to speak in front of many people. People with this concern say one way out of anxiety is being careful preparation and practice. However, another research says that the fact that anxiety plays an important role in students' learning, stated by Horwitz (1991) as cited in Juhana (2012:102). He believes that speaking anxiety a certain language can affect students' performance. It can influence the quality of oral language production and make individuals appear less fluent than they really are.

Those problems above are also experienced by eighth semester students of STKIP PGRI Banjarmasin. The eighth semester students ideally should be able to speak English fluently and confidently because they have learned varied expressions and have practiced speaking in at least 4 different speaking courses that make speaking skill should not be an issue. In fact, most

students of seventh semester admit that they still have anxiety on speaking English, especially when they have teaching practice and should speak in front of the students.

In speaking English, there are some factors causing anxiety. They are lack of confidence, lack of vocabulary, lack of grammar, fear of mistake, incorrect pronunciation, feel shy and rarely talk with English. The anxiety may affect confidence, speaking performance, and somehow distract their focus in speaking. By finding the cause of anxiety, it would be easier to fix it. Therefore, the researcher found it important to conduct research about the factor causing anxiety on English department students in STKIP PGRI Banjarmasin.

The objective of the research is carried out what are the factors that usually affect the anxiety at eighth semester students in speaking English at eighth semester of English Department of STKIP PGRI Banjarmasin.

Foreign language contexts are those in which students don't have ready-made contexts for communication beyond their classroom. English is increasingly being used as a tool for interaction among non-native speaker. English has become a tool for international communication.

Speaking is one of four language skills in English beside listening, reading and writing. Speaking skill, on the other hand, seems more difficult than any other skills. According to Bailey (2005:48) that factor can happens because first, unlike reading or writing, speaking happens in real time, usually the person you are talking to is waiting for you to speak right then. Second, when you speak, you cannot revise or edit what you wish to say, as if you are writing. Additionally, Richard said (2008:2) Fluency is a goal for speaking skills and this can be developed through use assignments that require students to try real communication, even though the students' English skills are limited.

Horwitz, Horwitz, & Cope (1986) wrote that speaking were main sources of anxiety. Lack of preparation and free speech can make student feeling anxious. Problem observed by Horwitz et al. include difficulty in recalling the lessons under anxious conditions (such as examinations), over studying as a reaction, avoiding the situation as in learned helplessness, and fear of making mistakes that make student keep silent and not participate. All of these reactions are consistent with the general literature on anxiety and described some behaviors of anxious students in language learning context.

Learning anxiety can be attributed into several factors. Horwitz identifies the sources of foreign language anxiety are communication apprehension, test anxiety, and fear of negative evaluation to provide teachers with the nature of anxiety. As the focus in this study is on speaking skill, those components will be explained below:

Communication Apprehension

Communication apprehension is a fear or anxiety about actual or anticipated communication with other individuals, and is a behavioral trait related to the psychological constructs of shyness and reticence. The inability to express the ideas or to understand another student make students feel frustration and apprehension.

Students who have trouble speaking in a foreign language class where their performance is constantly monitored. Fadhillah (2009:17), in his research stated that the communication apprehension in foreign language learning derives from the personal belief that student has difficulty in understanding others and making other students understood. Because of this, many students are silent in a foreign language classroom.

Fear of Negative Evaluation

Because students are not sure of what they are saying, the students may feel anxious about what other student thinking about. It occurs in students that are over concerned with academic

and personal evaluations of their performance and competence in the target language. Students can experience this fear because they cannot present themselves in the target language as well as they can in their native language. People who experience fear of negative evaluation tend to minimize the possibility of negative evaluation in their actions. They also tend to avoid or leave social interactions in which they feel other people evaluating them negatively. Usually they do not participate in conversations, just smiling and politely nodding, or listening to others talk. Students with fear of negative evaluation sit passively in the classroom; they do not take a part in classroom activities that actually could improve their language skills. And students with fear of negative evaluation may think of avoiding language classroom to avoid anxiety situations Fadhillah (2009:18).

Test anxiety

Test anxiety, as explain by Horwitz cited in Fadhillah (2009:19), pointed out that test anxiety as a type of performance anxiety in term of a fear of failure. Test anxious students may feel that anything less than a perfect test performance is a failure. Students with test anxiety in foreign language classroom probably experience difficulty during tests and quizzes and even clever and prepared students often make errors. Test anxious students always feel worried and uncomfortable when they have to face examination, this feeling can influence their achievement or performance.

METHOD

This study is qualitative descriptive research. Descriptive is the way the data will be presented and analyzed, while qualitative deals with the form of the data. Mackey and Gass (2005:162) stated that the aims of qualitative researchers often involve the provision of careful and detailed descriptions as opposed to the quantification of data through measurements, frequencies, scores, and ratings.

The population of this research was the students of English department STKIP PGRI Banjarmasin and the sample was eighth semester student of English Department. The eighth semester students divided into two classes, morning classes are 18 people and afternoon classes are 10 people. The total number of eighth semester student of English department STKIP PGRI Banjarmasin students are 28 people. Arikunto (2010:112) stated if the subject is less than 100, so it would be better if research samples should be taken. Since the total number of samples less than 100, so researcher took all the student as sample of the research.

The data are collected by using the questionnaires that were distributed to twenty-eight English students at eighth semester of STKIP PGRI Banjarmasin. There will be three type of anxiety and every type consist 5 questions, so the total number of questions is 15. The questionnaire was translated into Bahasa Indonesia to make it easy for the populations to understand. The researcher would use close-form questionnaire, questionnaire will be presented with several options, they are yes and no.

According to Miles and Huberman (2014:31-32), analysis consist of three plots of activity which are data condensation, data display and drawing and verifying conclusion.

- 1) Data condensation: the researcher collecting and selecting theories about anxiety factor of speaking English. Then after that the fix data will changed in from of question for questionnaire.
- 2) Data display: the collected data will be displayed in form of table and afterwards explained one by one to make it easy to understand.

- 3) Drawing and verifying conclusion: after displaying the data, the researchers compared the factor founded in data display with the theories from experts and explained the differences between the theories and the research result. Then draw conclusions of the study.

RESULT AND DISCUSSION

The main objective of this research was to describe the factors influencing students' anxiety in speaking English at eighth semester of English Department of STKIP PGRI Banjarmasin. The researcher conducted this research at eighth semester morning and afternoon class of English Department STKIP PGRI Banjarmasin in the academic year 2016/2017. The total of students is 28 people because the total number less than 100, so researcher took all the students as sample. There were fifteen total questions, the question divided into three types and every types it has 5 questions. The questionnaire used closed-form, so it provides two options, there are yes or no.

Communication Apprehension

Communication apprehension is the first of the three types of question. In this part there are five questions that talked about shyness, reticence, inability to express idea in form of speaking, difficult to understand what other people said, and difficult to making other people understand

Table 1. *Communication apprehension result.*

COMMUNICATION APPREHENSION		Yes	No
1.	Do you feel embarrassed when you speak in English?	13	15
2.	Do you prefer to keep silence when asked to speak in English?	9	19
3.	Do you find it difficult when you want to say something in English?	24	4
4.	Do you feel depressed when you cannot understand what the other people say in English?	15	13
5.	Do you find it difficult to make other people understand with what you mean when you speak in English?	16	12

Question number 1 talk about shyness, 13 students answered "Yes", and 15 students answered "No". From this result, it can be concluded that more than half of students (around 15 students) are not embarassed anymore when speak in English.

Question number 2 talk about reticence, 9 students answered "Yes", and 19 students answered "No". From this result, it can be concluded that more than half of students (around 19 students) are brave to speak up in English when asked to.

Question number 3 talk about inability to express idea in form of speaking, 24 students answered "Yes", and 4 students answered "No". From this result, it can be concluded that more than half of students (around 24 students) find it difficult when they want to say something in English.

Question number 4 talk about difficult understand another person, 15 students answered “Yes”, and 13 students answered “No”. From this result, it can be concluded that more than half of students (around 15 studends) feel depressed when cannot understand what other people say in English.

Question number 5 talk about difficult for making other people understand, 16 students answered “Yes”, and 12 students answered “No”. From this result, it can be concluded that more than half of students (around 16 studends) find it difficult to make other people understand when speak in English.

Based on table above anxiety factor in speaking english on communication apprehension are found in questions number 3, 4, and 5. since those three number got most of the ‘Yes’ answer, so it will be the factor anxiety in communication apprehension.

Fear of Negative Evaluation

Fear of negative evaluation is the second of the three types of question. In this part there are five questions that talked about not sure when speaking, anxious about other people think, concern about academic evaluation of competent in target language, tend to avoid interaction prefer smile and nods, and passively in speaking class / not take a part.

Table 2. *Fear of negative evaluation result.*

FEAR OF NEGATIVE EVALUATION		Yes	No
1.	Do you feel unsure when you want to speak in English?	18	10
2.	Do you dwell on about what people might think with how the way you are speaking in English?	19	9
3.	Do you feel worried about academic evaluation in your skill when speaking English?	12	16
4.	When conversation in English happened. Do you prefer to avoid it like just smiling and nodding?	5	23
5.	Are you one of the students who don't play an active role in the speaking class?	10	18

Question number 1 talk about not sure when speaking, 13 students answered “Yes”, and 15 students answered “No”. From this result, it can be concluded that more than half of students (around 15 studends) are not embarassed anymore when speak in English.

Question number 2 talk about anxious about other people think, 13 students answered “Yes”, and 15 students answered “No”. From this result, it can be concluded that more than half of students (around 15 studends) are not embarassed anymore when speak in English.

Question number 3 talk about concern about academic evaluation, 13 students answered “Yes”, and 15 students answered “No”. From this result, it can be concluded that more than half of students (around 15 studends) are not embarassed anymore when speak in English.

Question number 4 talk about tend to avoid interaction prefer smile and nods, 13 students answered “Yes”, and 15 students answered “No”. From this result, it can be concluded that more than half of students (around 15 studends) are not embarassed anymore when speak in English.

Question number 5 talk about passively in speaking class, 13 students answered “Yes”, and 15 students answered “No”. From this result, it can be concluded that more than half of students (around 15 studends) are not embarassed anymore when speak in English.

Based on table above anxiety factor in speaking english on fear of negative evaluation are found in questions number 1 and 2. since those two numbers got most of the ‘Yes’ answer, so it will be the factor anxiety in fear of negative evaluation.

Test Anxiety

Test anxiety is the third or last of the three types of question. In this part there are five questions that talked about worrying about speaking test, fear of failure, speaking performance not perfect means failure, worrying when face speaking test, and feeling difficulty during speaking test

Table 3. *Test anxiety result.*

TEST ANXIETY		Yes	No
1.	Do you feel worried thinking about the examination in speaking class?	17	11
2.	Do you have any fear of failing when you do the examination in a speaking class?	18	10
3.	Do you feel if your speaking English performance is not perfect it means you are failed?	21	7
4.	Do you feel worried when you need to face an exam in speaking class?	20	8
5.	Do you find it difficult during an exam in speaking class?	15	13

Question number 1 talk about worrying about speaking test, 17 students answered “Yes”, and 11 students answered “No”. From this result, it can be concluded that more than half of students (around 17 studends) feel worried thinking about the examination in speaking class.

Question number 2 talk about fear of failure, 18 students answered “Yes”, and 10 students answered “No”. From this result, it can be concluded that more than half of students (around 18 studends) have any fear of failing when you do the examination.

Question number 3 talk about anxious about speaking performance not perfect means failure, 21 students answered “Yes”, and 7 students answered “No”. From this result, it can be concluded that more than half of students (around 21 studends) feel if their speaking English performance is not perfect it means they are failed.

Question number 4 talk about worrying when face speaking test, 20 students answered “Yes”, and 8 students answered “No”. From this result, it can be concluded that more than half of students (around 20 studends) feel worried when they need to face an exam in speaking class.

Question number 5 talk about feeling difficulty during speaking test, 15 students answered “Yes”, and 13 students answered “No”. From this result, it can be concluded that more than half of students (around 15 studends) find it difficult during an exam in speaking class.

Based on table above anxiety factor in speaking english on test anxiety are found in all numbers. since all numbers got most of the ‘Yes’ answer, so it will be the factor anxiety in test anxiety.

According to Horwitz et al in Fadhillah (2009:17) three factors found on communication apprehension can happens because derives from the students' personal belief that they're has difficulty in understanding others and making other students understood.

According to Aida in Fadhillah (2009:18) two factors found on fear of negative evaluation can happens because the students worry of the others people negative evaluation and the assumption that other people will evaluate them negatively.

According to Horwitz et al in Fadhillah (2009) five factors found on test anxiety can happen because most foreign language students view foreign language production as a test situation rather than as an opportunity for communication. the students probably experience difficulty during test and quizzes and then daily evaluation of speaking skill in classroom are often done, so they feel uncomfortable when they have face examination, this feeling can influence the students' achievement and performance. even clever and prepared the students often making error, students may suffer stress and anxiety if they making mistakes occurs frequently and it can be problem that will affect their performance and future improvement. also statement by Aida in Fadhillah (2009) test anxiety can happens because students don't know how to process or organize the lesson.

CONCLUSION

The purpose of the study was to carry out the factors influencing students' anxiety in speaking English at eighth semester of English Department of STKIP PGRI Banjarmasin. Based on the data analysis result, the researcher founded ten factor influencing students' anxiety in speaking English. They were inability to express idea in form of speaking, speaking performance not perfect means failure, worrying when face speaking test, anxious about other people think, not sure when speaking, fear of failure, worrying about speaking test, difficult to making other people understand, difficult to understand what other people said, and feeling difficulty during speaking test.

SUGGESTION

1. The teacher/lecturer should prepare their students to know the importance of communication skill and put a good strategy to teach them, it will train their speaking skill. the lecturer also need to ask for the students to be brave to speak in English during classes.
2. The students need to train their speaking skill even at home intensively in order to help them overcome their problems in speaking. . The students can ask another friend to talk with English in the phone or just searching for speaking video practice in the internet.

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