

An Analysis of Students' Speaking Anxiety in English Classroom

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Abstract.

Anxiety is a feeling of stress, pressure, nervousness, and apprehension which occurs due to the functioning of the system in autonomic sensory. In some situations, speaking anxiety may occur in students when answering questions, oral presentations, and prepared speeches. This research is about an analysis of student's speaking anxiety in English classroom. The aim of this research was to analyze the level of students' speaking anxiety, the dominant type of anxiety, and strategies that students use to overcome their anxiety. The research methodology was qualitative-quantitative methods. The technique of collecting data that is applied by the writer is questionnaire (open and close questionnaire). The data which have been collected are analyzed by using the theory from Horwitz (level anxiety and dominant type of anxiety) and David Shinji Kondo (anxiety coping strategies). The finding shows that mostly students experienced Mildly Anxious in 58% of respondents (21 students), and mostly Test Anxiety was the dominant type that experienced by the students in 67% of respondents (24 students). The most strategies that used by the students to overcome their anxiety in speaking skill was relaxation, there were 27 students used it by praying, drinking water, take a deep breath, squeezing hands, imagining idol and try to calm down.

Keywords: speaking, anxiety

Introduction

As social beings, we need to communicate with others through language. There are various types of languages in each region, but English is the most spoken language around the world because it is an international language. In line with this, Allan (2008) states English has current status as a global language supported by its use in technology and science, education, politics, diplomacy, culture, media information, international trade, and international industry. In addition, there are many newspapers, magazines, and books around the world written in English (Graddol, 2000). According to Mai (2011) as a foreigner, mastering good language skills is the main goal in learning English. It means that English is an important foreign language to be taught nowadays.

When we would learn English, we need to know that English has four basic skills, there are listening, speaking, reading, and writing. Based on the four skills, Nunan (2000) states that the key to learning a foreign language is speaking. Speaking is an oral skill that can develop students in terms of vocabulary and grammar, express ideas, tell stories, discuss, and others, which systematically issue verbal utterance when conveying meaning as stated by Bailey

(2006). On the other side, Indrianty (2016) states that speaking is difficult for students because it requires interaction and students should try to find someone to talk to. Sarwar et al. (2014) point out that even the smartest students in written and got a high score in exams will feel anxious when speaking in public. It is supported by Sutarsyah (2017) which mentions that anxiety is an interesting variable that can affect a students' speaking performance.

Anxiety can give positive or negative affect. Horwitz (2001) states that language anxiety is experienced by one-third of foreign language learners. According to Spielberg (1983, in Brown, 2007), anxiety is a feeling of stress, pressure, nervousness, and apprehension which occurs due to the functioning of the system in autonomic sensory. In some situations, speaking anxiety may occur in students when answering questions, oral presentations, and preparing speeches (Hadziosmanovic, 2012). Speaking anxiety is due to many things, as stated by Tseng (2012) that the cause is the social environment, class environment, gender, social status, cultural differences, and self-perception. On the other hand, students need to find the best strategy to solve problems in reducing speaking anxiety (Kondo & Ying Ling, 2004).

From the explanation above, the writer chose this title based on the writer's experience, first, as a student when she felt anxiety in English class which was marked by the emergence of a lack of confidence, sweaty hands, and fear of making mistakes in front of the teacher and other students. Second, when the writer did an internship at a high school, the writer found various types of students when speaking in English class, some of them spoke in an orderly and confident tone, some of them spoke in stammered sentences and out of focus. This is why the writer is interested in doing this research. The proposes of the study is to analyze the students' level of anxiety in speaking skills, the dominant type of students' speaking anxiety, and what strategy can overcome their anxiety. This study entitled "AN ANALYSIS OF STUDENTS' SPEAKING ANXIETY IN ENGLISH CLASSROOM"

Literature Review

1. Speaking

a. Definition of Speaking

Some experts have been defined the meaning of speaking. Speaking is the process of using all contexts with non-verbal and verbal symbols in building and share meaning as defined by Kayi (2004). According to Brown (2004), speaking is an oral interaction between speaker and listener, where they must understand and negotiate the meaning of ideas, information, and feelings. Besides, Torkey (2006) states that speaking is an interactive process involving production, processing, and receive information to construct meaning. Form and meaning depending on the purpose, place of the physical environment, and often done opened, spontaneous, and evolving. Besides, Alhosni (2014) states that speaking is the use of language used by young learners to express meaning, whereas new languages are found, understood, learned, and practiced are the media of spoken language.

b. Function of Speaking

Brown and Yule (2008, cited in Wintari, 2017) divided speaking into three functions. First is talk as interaction, it refers to the interaction in which there is a social function between the speaker and listener. When people meet, they will say hello, they will shake hands, and have small talk, because they try to be friendly

and build a comfortable moment to interact with other people. The second is talking as a transaction, it refers to situations that focus on what is being said or done. Conveying messages and understanding oneself accurately and is the main function of this conversation. The third is talk as performance, it refers to general speech conducted in a monologue that aims to convey information, speeches, and public announcements in front of the audience.

c. The Components of Speaking

According to Brown (2004), speaking is using the simultaneous of complex skills that require different abilities and develop at different rates. The speaking skill has five components, namely :

1) Pronunciation

Manser (2011) defines pronunciation as the use of a way in which a particular word, sound, or language is spoken. Include segmental system (vowel and consonants), pitch, and intonation. The speaker must be able to have creativity in conveying meaningful physical sounds and articulating words correctly. The problem that second language learners have is difficult to distinguish the sounds they understand are not the same as a legal language.

2) Grammar

Sound along with its patterns, combining words from basic meanings into new sentences. To speak English well, it is important for the speaker to mastering the grammar structure. In line with this, Subasini and Kokilavani (2013) state that to avoid miscommunication between listeners and speakers, the use of correct grammar is very important.

3) Vocabulary

Vocabulary is a basic element of language. Limited language acquisition will make conversation almost impossible. The vocabulary contains a single word, idioms, set phrases, phrase verbs, and variable phrases. Without an extensive vocabulary, the functions and structures they have learned for comprehensive communication would be unusable (Fauziati, 2015).

4) Fluency

Speech fluency is interpreted as the ability of students to produce speech that is comprehensible and rapid (Brand & Gotz, 2011; Crowther et al., 2015). The aspects contain vocabulary, pronunciation, and grammar, with considerations about eliminating aspects of structure, how sentences are related, and certain aspects of the discourse prosily.

5) Comprehensibility

Using language refers to situations and how to express informality through choices of idioms, vocabulary, and syntax. Instructional goals that are very realistic are important to set for students, with comprehensibility as a priority and referring to the audience's perceptions (Derwing and Munro 2009; Saito et al. 2015)

6) Problems in Learning Speaking

Rahman (2014) mentions that in learning oral or English communication, students have several obstacle factors, such as, the difficulties faced by students in speaking English are feeling fear,

awkwardness, and ashamed to speak in public. They are difficult to pronounce and express their ideas in English, and also lack practice. Lack of grammar also causes them not to be able to make sentences properly when speaking in English. Last is the lack of memorized or known vocabulary also causes students to be not fluent in speaking English.

2. Concept of Anxiety

a. Definition of Anxiety

According to Damasio and Carvalho (2013), anxiety is a disorder that stems from the pathology of feeling which is an important thing that occurs regularly, normally, emotionally, observable in human culture and some animal species. Simpson, et al. (2010) state anxiety is a human emotion that can weaken and encourage people to behave negatively so that people are better prepared to face challenges. Also, Scovel (1978, cited in Park and Lee, 2005) defines anxiety as a real conversation or when communicating with other people that causes individuals to have a feeling of fear, frustration, discomfort, self-doubt, and worry.

b. Foreign Language Anxiety

Dali (1991) (as cited in Ula 2016) mentions that fear of public speaking overshadowed phobias, such as fear of elevators, heights, and snakes. Woodrow (2006) has been validated by her latest research and has identified a close correlation between oral performance and anxiety in a foreign language. The main source of anxiety in the study was the contact with native speakers. On the other hand, the anxiety of the students and their speaking skills are significantly negative as stated by Mulyani (2011). Moreover, the clear negative associations between scores of speaking tests and students' anxiety have also been identified by Aghajani & Amanzadeh (2017).

In his latest research, Yim (2014) found out that the lack of reference to a context in which the objective language is spoken causes the students in the foreign language to be anxious. Also, Matsuda & Gobel (2004) stated that students who visit foreign-speaking countries abroad have a lower level of anxiety. Moreover, Sinnasamy & Karim (2014) found that anxiety of foreign language influences not only the oral class presentation but also the entire learning process. During presentation class, we could see the irregular voices and shaking legs of students who had high anxiety levels. Those reasons made students avoid participating in discussions and class activities (Liu, 2007).

c. Anxiety Symptoms

Dixon (2011) mentions several symptoms of anxiety that involve our bodies, minds, and behavior, here are the classifications :

1) Our body

The characteristics that produced by our body such as our breath becomes faster, the heart rate increases, feel light-headed and dizzy, get butterflies and churning in the stomach, feeling sick, need a toilet, dry in the mouth and feels hard to swallow, feeling more sweaty, and feeling nervous and anxious. Smolak & Cash (2011) state if we only focused on

reducing negative body image symptoms, it would limit us to understanding comprehensive body image.

2) Our mind

The characteristics that are produced by our mind such as feeling afraid without any reason, feel sure that we are physically sick and going mad, worried about losing control making mistakes, want to run away and go to a safe place. According to Wellman (1990, cited in Washburn et al., 2015), decoding theory is a basic skill in the mind that accurately labels a person's mental state.

3) Our behavior

Behavior in metatheoretical is the basic assumption as stated by Uher (2016). The characteristics that produced by our behavior such as make an excuse to avoid going out or do something, rushing out of the situation or place that makes us feel anxious, avoid situations and things that make us feel anxious, take medicine, and drink water before doing something stressful

Besides, Ochs (1991, cited in Fadlan 2017) divided anxiety into six symptoms. First is voice, our voice becomes too slow, too fast, monotonous, tremble, hoarse, and unemphatic. Second is oral effect symptoms such as shuttering stops/pauses awkwardly, the hunt for words, and repeating the same word. The third is our throat and mouth, the effects are breathing heavily and repeatedly too slow. And then our expression from the face such as roll eye, absence of eye contact, grin too often, and tense facial muscles. Also, body movements, our body swaying too often, shuffles feet and paces. The last is effects in arms and hands such as tense or rigid, sweat, stiffness; motionless, and fidget.

d. Problems anxiety

Stocker (2013) explain symptoms of anxiety in several classifications, there are rigidity, tightness, tension, guardedness, shakiness, sweating or shivering, expecting danger, feeling exposed, feeling vulnerable, feeling frightened, feeling victimized, being angry, being passive or docile, being aggressive, lifeless, appearing humorless, invisible: being disengaged, feeling resigned or indifferent, have no friend to trust, having fractured or bad family relationship, being very vigilant, careless spending and hoarding of money, lack of focus and concentration, feeling never had enough and dissatisfaction.

e. Categories of Anxiety

Elis (1994; Indrianty, 2016) categorizes anxiety into three characteristics, with the following explanation :

1) Trait anxiety

Trait anxiety is a personal character that each individual has. Spielberger (1983, cited in Kondo, 2009) defines trait anxiety as that individuals tend to experience anxiety in any situation. In line with this, Pappamihiel (2002) (as cited in Riasati, 2011) defines trait anxiety as that a person tends to be anxious or feel nervous at the situation they were in. Indeed, anxiety is part of one's character which is permanent and difficult

to remove. The nature of anxiety that becomes one will hinder the language learning process.

2) State anxiety

State anxiety is a combination of anxiety between a trait and a specific situation. State anxiety is an apprehension experienced in a certain situation within a certain time. State anxiety is the same as situational anxiety, this type of anxiety is not permanent and arises in certain situations that cause tension on the things outside of stimulation. It happens because students are faced with certain situations or events that make them stressed. If the state anxiety is high, then the distraction condition during the threat will be large (Choi et al., 2011).

3) Specific-situation anxiety

The third type is specific-situation anxiety. Specific-situation anxiety leads to a multi-faceted and persistent nature of anxiety. That is evident in certain types of situations or events such as examinations, public speaking, and class participation. Tolin et al. (2003, cited in Alison et al., 2014) state that the experience of uncertainty may reflect a person's feelings of anxiety about the specific situation they are stressed about.

f. Causes of anxiety

Horwitz et al., (1986 cited in Tanveer, 2007) divided the causes of anxiety into three components, as follows :

1) Communication Apprehension

Communication apprehension is a feeling of shame that arises with anxiety and fear when communicating with others (Sutarsyah, 2017). Nervous people will have difficulty speaking in public situations. Tanveer (2007) also states communication apprehension becomes a part of the nature of general anxiety that arises in an everyday individual's life.

2) Test Anxiety

Test anxiety is a type of anxiety that comes from a fear of failure. Testing is an important thing that has been emphasized since the beginning of education. Tests are carried out to measure individual learning progress. Besides, Tsai & Chang (2013) argues that students will be anxious if they are under pressure. Sometimes, the type of test can affect a student's level of anxiety, such as spoken and written tests. Spoken tests trigger students more anxiety because they need the courage to communicate directly. Therefore, it is not a strange thing for students to experience the level of anxiety in terms of testing.

3) Fear of Negative Evaluation

Fear of negative evaluation is the feeling of worry about the evaluation of other such as their expectation which they will get a negative evaluation, so it makes them evasive from this evaluative situation. The evaluative situation happens in a social environment such as job interviews and speaking in the classroom (Indrianty, 2016). In the speaking classroom, students will feel worried when trying to interact using a second language, because they doubt whether the structure used is correct or not. Also, negative evaluations during learning were obtained from peers and teachers. Students will feel anxious when asking or answering questions

from the teacher, students also feel embarrassed if they have to appear in front of the class.

g. Source of Anxiety

The literature review from Kota Ohata (2005) argues that language anxiety comes from :

1) Interpersonal and personal anxiety

Sources of anxiety that often occur usually arise from interpersonal and personal itself, this is related to psychological constructs. For example, a person who feels he or she cannot possibly do something would worry about what other people think and respond (Parkinson & Simons, 2012).

2) Language learner beliefs

There are different types of language learners' beliefs. First, language learners prioritize pronunciation or accents like native speakers rather than the correctness of their speech. The learner's belief in correcting mistakes can mediate the appearance of language learners' errors in class (Kartchava & Ammar, 2014). Second, with only two years of learning the language, some learners believe they can speak as fluently as native speakers. Third, the success of learning a language is limited to gifted people.

3) Instructor beliefs

Assumption of the teacher's beliefs about their role in the classroom is not always by the student's needs or expectations. Ambarini (2016) states that English for Academic Purpose (EAP) is a form of content and learning approach activities that are implemented according to the needs of English learners. It is very important in considering the expectations and demands placed on faculty developers and instructors as resources and training can directly influence the effectiveness and quality of one's teaching (Stein et al., 2012; Steinert et al., 2016; Karen 2019). For example, when the teacher corrects a student's mistakes, some students may be anxious about their performance.

4) Classroom procedures

Mattarima & Hamdan (2011) states that type of assignment that the teacher gives is one of the problem sources for EFL students to develop their speaking ability. Students are more worried about the classroom situation when correcting their mistakes than about correcting the mistakes themselves.

5) Language testing

According to Morrow (2012), the purpose of the communicative test is to find out what students can do from the language rather than determining how many lexical, phonological, or lexical terms of the language. When the teacher conducts a language test, students will experience psychological pressure, such as pessimism, feeling inferior, and not being confident about their speaking skills. Also, sometimes students feel pressured and think to organize their ideas briefly along with their grammar mistakes (Ohata, 2005).

h. Effect of Anxiety

Philips (1992, in Park and Lee, 2005) states that language anxiety can affect student attitudes and performance towards language learning. In line with this, Woodrow (2006) the effect anxiety has on debilitating oral performance. Anxiety causes physiological and physical problems which affecting concentration, negative achievement, motivation, and increase errors during the learning process (Fariadian et al., 2014). Furthermore, they described that high levels of anxiety can make students lose motivation and confidence in themselves, thus encouraging students to participate in class activities or study at home. From the explanation above, Park and Lee (2005) states that anxiety prevents students from achieving success in learning a foreign language.

i. Strategy to Overcome Anxiety

According to Kondo & Ying-Ling (2004), there are five strategies which they have found, as follows :

1) Preparation (P)

There are different types of causes for anxiety, the main one is lack of preparation (Mohammad & Nadhia, 2015). This leads to the preparation process and strategies students use (for example studying hard, making a summary of the material, and memorizing the material to be presented). Subjectively, the strategy aims to improve students' mastery of the material and reduce students' anxiety in the language classroom.

2) Relaxation (R)

This leads to tactics used by students to reduce anxiety, such as taking a breath and calming down. The more we relax, the more our anxiety loses. Sit in the class comfortably. Exercise makes nerve energy optimistic through soothing respiration as suggested by Shu Feng Tseng (2012).

3) Positive Thinking (PT)

Sometimes when students speak, they feel afraid of retribution and have feelings of insecurity (Fisher and Kiernan, 2019). Their palliative function, for example in imagining others doing great performance and trying to enjoy the tension, is to repress problem-sensitive cognitive processes which underlie student fear. These interventions aim to divert attention and save stressed students from a tense situation.

4) Peer Seeking (PS)

It is characterized by the readiness of students to search after other students who appear to have difficulty suppressing their fears. Students try to talk to their friends (Abdul, 2018). The fact that others have the same issue will serve as a point off of social comparison for the distressed student.

5) Resignation (Rs)

The reticence of students to do something which alleviates their language concerns is characterized (e.g. giving up, sleeping in the class). This approach seems to minimize the effect of fear by refusing to confront the issue. In his journal result, Abdul (2018) states that resignation strategies were not very popular with students.

Method

Mix research methods were used in this analysis. Jick (1979) was the first person that introduced mixed methods, as a way to achieving convergence in social science analysis between quantitative and qualitative methods (Creswell, 2008). Moreover, Mohajan (2018) described the influence of quantitative and qualitative analysis as a mixed-method. The writer chooses SMAN 14 Semarang as a place for research. Located in Kokrosono Street of Semarang. The subjects of the study were students 12th grade of SMA N 14 Semarang. The writer took data from the XII MIPA 3 class. The data had been taken about their responses about speaking anxiety in the English classroom. The writer was distribute the open and close-ended questionnaire to be filled out by students. The data which have been collected were analyzed by using the theory from Horwitz (level anxiety and dominant type of anxiety) and David Shinji Kondo (anxiety coping strategies).

Finding and Discussion

Level of Speaking Anxiety in English Classroom

Horwitz (1986) developed a closed-ended questionnaire called the FLCAS (Foreign Language Anxiety Scale) which was used to obtain the first research question that is the level of students speaking anxiety. It consists of 33 questions statements scored on a 5-point Likert scale ranging from strongly agree; agree; neither agree nor disagree; disagree; strongly disagree.

The participants of this study were XII IPA 3 at SMAN 14 Semarang in the academic year 2021/2022. 36 students answered the questionnaire. The table below shows student results that responded to the FLCAS questionnaire.

Table 1: Result of Level Students' Speaking Anxiety based on FLCAS Scale

Level	Result
Very Anxious	3 Respondent (8%)
Anxious	6 Respondent (17%)
Mildly Anxious	21 Respondent (58%)
Relaxed	6 Respondent (17%)
Very Relaxed	0 Respondent (0%)

Source: FLCAS Anxiety Scale from Horwitz

Dominant Type of Anxiety that occurred in English Classroom

According to Horwitz (1986) anxiety divided into three types, there are communication apprehension, test anxiety, and fear of negative evaluation.

In communication apprehension, the writer found that the highest total is in statement number 18 (I feel confident when I speak in English class.) with 56% of the respondent (20 students). After that, two different statements had the same result with 53% respondents (19 students) in statement number 24 "I feel very self-conscious about speaking English in front of others students." ; and statement number 32 "I would probably feel comfortable around native speakers of English."

In Test Anxiety the writer found that homogeneity appears there are similarities in the statements number 8 “I am usually at ease during tests in my English class.” And statement number 28 “When I’m on my way to English class, I feel very sure and relaxed.” with 67 % of the respondent (24 students). Then statement number 16 “Even if I am well prepared for English class, I feel anxious about it.” with 53% of respondents (19 students).

In fear of negative evaluation the writer found that homogeneity appears there are similarities in the statements number 7 “I keep thinking that the other students are better at English than I am.”; statement number 33 “I get nervous when the English teacher asks questions which I haven’t prepared in advance.” with 47% respondent (17 students).

From the explanation above, the writer can concluded in the table below.

Table 2: Result of Dominant Type of Students’ Speaking Anxiety based on FLCAS Scale

Type	Highest Score
Communication	20 Respondent (56%)
Apprehension	
Test Anxiety	20 Respondent (56%)
Fear of Negative Evaluation	20 Respondent (56%)

Source: *FLCAS Anxiety Scale from Horwitz*

Strategies for Coping Speaking Anxiety

Based on the theory from Kondo (2004) five strategies can be used by students to reduce speaking anxiety. The writer shows 3 students used preparation, 26 students used relaxation, 4 students used positive thinking, 2 students used peer seeking, and only 1 student used resignation strategies to reduce their anxiety.

Conclusion

Based on the data analysis and the result of the study in the previous chapter, the writer can conclude as followed:

1. According to the result of the FLCAS questionnaire, students were mostly categorized as “Mildly Anxious”. There are 3 (8%) students who experience “Very Anxious” level, 6 (17%) students are in “Anxious” level, 21 (58%) students are in “Mildly Anxious” level, 6 (17%) students are in “Relaxed “ level, and there are no students have “Very Relaxed” level.
2. According to the data result type based FLCAS grouping, it found that “Test Anxiety” is the main factor that causes students to feel anxious about 67% of the respondent (24 students) who choose “neither agree nor disagree” in statement number 8 (I am usually at ease during tests in my English class); and statement number 28 (When I’m on my way to English class, I feel very sure and relaxed). And then the Communication Apprehension became the second factor with 56% of the respondent (20 students) who choose “neither agree nor disagree” in statement number 18 “I feel confident when I speak in English class”, the last was Fear of Negative Evaluation with 47% respondent (17 students), they choose “neither agree nor disagree” in statement number 7 “I keep thinking that the other students are better at English than I am” and choose “agree” in statement number 33 “I get nervous when the English teacher asks questions which I haven’t prepared in advance”.

3. Based on the data it was found that 3 students are coping with their speaking anxiety by using preparation. Second, most students coping their speaking anxiety by using relaxation, 26 students using this strategy, which acts with taking a deep breath, drink water and try to calm down when they face language anxiety in speaking skills. Third, they are 4 students coping with their speaking anxiety by using a positive thinking strategy. Furthermore, 2 students reduce their speaking anxiety by using peer seeking strategy. And the last, there is only 1 student who reduces their speaking anxiety by using the resignation strategy.

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