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An Analysis Of Students' Speaking Anxiety In English Foreign Language At Lakidende University

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Abstrak

Kemampuan berbicara dengan lancar dalam bahasa asing merupakan tonggak penting dalam pembelajaran bahasa. Akan tetapi, banyak siswa mengalami kecemasan yang dapat menghambat kemampuan berbicara mereka. Penelitian ini bertujuan untuk menganalisis tingkat kecemasan berbicara yang dialami dan faktor-faktor yang berkontribusi terhadap kecemasan berbicara bahasa Inggris oleh siswa yang belajar bahasa Inggris sebagai bahasa asing di Universitas Lakidende. Penelitian ini menggunakan pendekatan metode campuran deskriptif untuk memberikan pemahaman terperinci tentang tingkat dan sumber kecemasan berbicara di antara siswa tersebut. Kuesioner Skala Kecemasan Kelas Bahasa Asing (FLCAS) digunakan untuk mengumpulkan data dari 23 siswa semester lima yang telah menyelesaikan semua mata kuliah berbicara yang diwajibkan, sementara pertanyaan terbuka digunakan untuk menganalisis faktor-faktor yang berkontribusi terhadap kecemasan berbicara. Temuan menunjukkan bahwa 70% tingkat kecemasan siswa berada pada level sedang hingga tinggi saat berbicara bahasa Inggris di ruang kelas, sementara analisis statistik tanggapan FLCAS mengungkapkan bahwa skor kecemasan rata-rata di antara siswa adalah 3,5 pada skala 5 poin, yang menunjukkan tingkat kecemasan yang relatif tinggi yang dapat dikaitkan dengan faktor-faktor seperti kurangnya rasa percaya diri, lingkungan kelas, interaksi guru-siswa, dan pengaruh budaya.

Kata Kunci: Kecemasan Berbicara, Bahasa Inggris Sebagai Bahasa Asing

Abstract

The ability to speak fluently in a foreign language is a significant milestone in language learning. However, many students experience anxiety that can impede their speaking performance. This study aims to analyze the level of speaking anxiety experienced and factors that contributing to speaking anxiety by students learning English as a foreign language at Lakidende University. The research employs a descriptive mixed-method approach to provide a detailed understanding of the levels and sources of speaking anxiety among these students. The Foreign Language Classroom Anxiety Scale (FLCAS) questionnaire was utilised to gather data from 23 fifth-semester students who have already completed all required speaking courses while open ended question was used to analyze factors that contributing to speaking anxiety. The findings indicated that 70% reported moderate to high levels of anxiety when speaking English in classroom settings, while Statistical analysis of the FLCAS responses revealed that the mean anxiety score among the students was 3.5 on a 5 - point scale, indicating a relatively high level of anxiety which can be attributed to factors such as lack of confidence, classroom environment, teacher-student interactions, and cultural influences.

Keywords: *Speaking Anxiety, English Foreign Language*

INTRODUCTION

Due to its widespread usage in international interactions, English is a language that is vital to the modern world. For someone who is proficient in English, there are lots of exciting alternatives to obtain a better employment. Because of this, there are more English speakers worldwide. According to data from Statista 2023, 18,19 % of the 8 million English speakers globally are native speakers. This data indicates that there are more non-native speakers than native speakers. Indonesia as a non native speakers needs to improve its human resources with sufficient skills and abilities including English speaking skill to enable them to communicate with people worldwide although it takes work to become fluent in English, especially when speaking. Therefore, mastering English is very important for Indonesian people in order to improve their competitiveness nowadays.

Learning English is supposed to help students be able to ask and answer questions, identify ways to communicate ideas, participate in brief conversations, and get information from others (Brown, 2001:113). Speaking with others is expected to help students interact with their immediate surroundings by allowing them to convey meaning in brief spoken conversations that are both interpersonal and transactional (Permendiknas, 2006:133).

Learning a foreign language sometimes put the learner in uncomfortable situations because they have to learn a language which is completely different from their native language. Feelings of anxiety or nervousness are commonly happened when they want to speak a foreign language, especially by foreign learners when they want try to speak the

language, Speaking is thought to be the ability that affects anxiety the most. There are numerous factors that can arise when speaking. The fact that English is a foreign language and not their mother tongue is one of the contributing reasons.

Koichi Sato (2003:5) stated that a few things can cause students to experience nervousness when speaking. The first is that students are frightened of making mistakes, and the second is that spoken assignments in English classes are frequently pointless and unrelated to the students' everyday lives. Some people thought that speaking nervousness may be lessened if one prepared and practiced effectively. However, the theory doesn't seem to hold true for someone else. When they desire to speak in front of a large crowd, most people get nervous. Those who share this worry claim that practicing and preparing carefully can help one overcome nervousness.

English department Students' at Lakidende University in their fifth semester likewise deal with the aforementioned issues. Ideally, fifth semester students should be able to speak English with confidence and fluency because they have practiced speaking in at least four distinct speaking classes and have studied a variety of expressions, so speaking should not be a problem. As a matter of fact, the majority of fifth semester students acknowledge that they still experience nervousness while speaking in English, particularly during teaching practice when they have to address the class.

There are certain things that make speaking English anxious. They include timidity, a lack of confidence, poor vocabulary, poor grammar, a fear of making mistakes, mispronounced words, and infrequent use of English in conversation. Anxiety can impact a person's confidence, ability to talk, and ability to concentrate while speaking. It would be simpler to treat anxiety if the source could be identified. Thus, the researcher concluded that it is crucial to investigate the factors producing anxiety in the FKIP Lakidende University English department students.

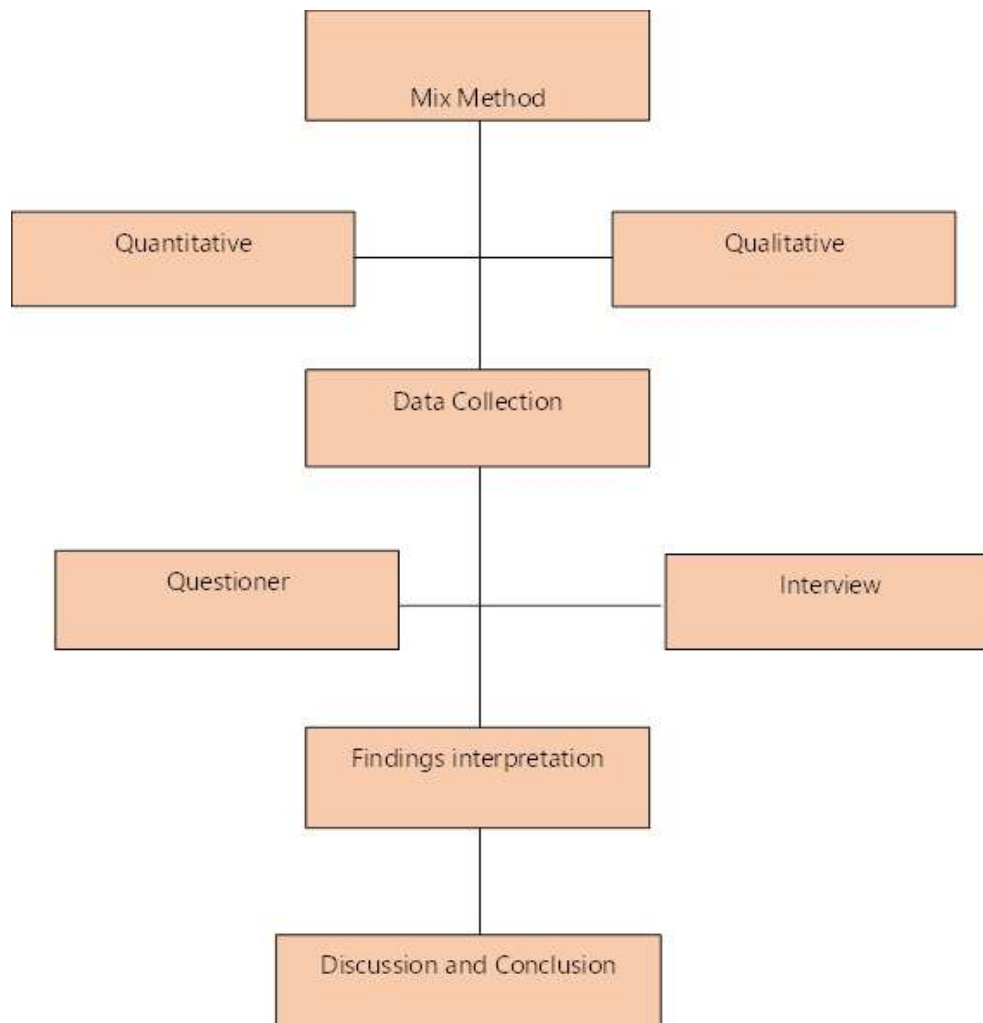
Based on the background of the study above, this study aims to analyze the level of speaking anxiety experienced and factors that contributing to speaking anxiety by students learning English as a foreign language at Lakidende University.

RESEARCH METHOD

Research Desain

In this study, a descriptive mixed-method approach was employed to analyze students' speaking anxiety in English as a Foreign Language (EFL) at Lakidende University. The rationale behind choosing a mixed-method approach is to provide a comprehensive understanding of the phenomenon by combining quantitative and qualitative data.

According to Creswell (2014), mixed-method research allows for the integration of numerical data with detailed contextual explanations, thereby enhancing the depth and breadth of the analysis. In particular, the details of research design for the current study was illustrated in Figure below :



The quantitative component of the study utilized the Foreign Language Classroom Anxiety Scale (FLCAS) developed by Horwitz, Horwitz, and Cope (1986). This instrument is widely recognized for its reliability and validity in measuring foreign language anxiety (Horwitz, 2001). The FLCAS consists of 33 items rated on a 5-point Likert scale, this research are 25 items of questionnaire developed by Horwitz et al. (1986) called FLCAS (Foreign Language Classroom Anxiety Scale). FLCAS questionnaire used to gain the data from the respondents and to measure students' the causes of the students' anxiety in speaking English. Likert scale used to measure attitudes, opinions, and perceptions of a person or group of people about social phenomena. In research, this social phenomenon has been specified specifically by the writer, here in after refer to as research variables (Sugiyono, 2015:134). Likert Scale usually have five potential choices (strongly agree "SA" (5), agree "A" (4), Undecided "UnD" (3), disagree "DS" (2), strongly disagree "SDS" (1)) 'but sometimes go

up to ten or more. This scale was administered to a sample of 23 students enrolled in various EFL courses at Lakidende University, providing a robust dataset for statistical analysis.

In parallel, the qualitative component involved open-ended questions designed to explore the factors contributing to speaking anxiety. This approach aligns with the recommendations of Dornyei (2007) for obtaining rich, detailed insights into learners' subjective experiences.

Subject of the research

The subjects in this research are students from fifth semester students. They were chosen by using purposive sampling. Purposive sampling is a feature of qualitative research, researchers handpick the cases to be included in the sample on the basis of their judgment of their typicality or possession of the particular characteristics being sought (Cohen, 2007). The researcher chose sample based on some characteristics needed in this research. Those who fulfilled the characteristics are being the sample. Therefore the samples in this research are some students who are in fifth semester of English Education Study Program who already have taken all speaking subjects. The researcher chose them, because they are still fresh from last subject that focus in speaking skill. The researcher will take fifth semester students as respondents who are already passed all speaking subjects, it were 23 students.

Technique of collecting the data

The writer gave FLCAS questionnaire for the sample that consist of 25 closed- ended questions, the writer gave 30 minutes for the students to answer the question base on their own think beside that open-ended questions gave to explore the factors contributing to speaking anxiety. In gathering the data, the writer used the following procedures:

1. The writer conducted observation for one meeting before administering FLCAS questionnaire.
2. The writer explains how to answer the FLCAS questionnaire.
3. The writer gave FLCAS questionnaire to the sample of the research.
4. The writer collected the FLCAS questionnaire.
5. The writer gave open ended questions to the sample of the research.

Technique of Analyzing the Data

There are some procedures in doing the analysis of data that the writer applied in research. Firstly, collect the data which to be analyze. Secondly, classify the answer base on the questions. From the data of questionnaire, the writer used Likert scale as a measure of data.

Table 1.1.Likert Scoring Table (Adopted from Horwitz et al. 1986)

Statement	Scoring				
	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Positive	1	2	3	4	5
Negative	5	4	3	2	1

FINDINGS AND DISCUSSION

Students' Speaking Anxiety

Speaking anxiety among students learning English as a foreign language (EFL) is a well-documented phenomenon that can significantly impact language acquisition and performance. At Lakidende University, this issue is no different. According to the data collected using the Foreign Language Classroom Anxiety Scale (FLCAS) questionnaire, it was found that a considerable portion of fifth-semester students, who have already passed all speaking subjects, experience varying levels of speaking anxiety. Out of the 23 students surveyed, 70% reported moderate to high levels of anxiety when speaking English in classroom settings.

The relevance of this finding is supported by Horwitz, Horwitz, and Cope (1986), who identified communication apprehension, test anxiety, and fear of negative evaluation as primary components of foreign language anxiety. These factors were evident in the responses from Lakidende University students, with many citing fear of making mistakes and being judged by peers and instructors as significant contributors to their anxiety. For instance, one student mentioned, "I always feel nervous when I have to speak in front of the class because I am afraid of making mistakes and being laughed at."

Statistical analysis of the FLCAS responses revealed that the mean anxiety score among the students was 3.5 on a 5 - point scale, indicating a relatively high level of anxiety. This is consistent with findings from other studies, such as Liu and Jackson (2008), who reported similar levels of speaking anxiety among Chinese EFL learners. The implications of these findings underscore the need for targeted interventions to help students manage their anxiety and improve their speaking skills.

Factors Contributing to Speaking Anxiety

After conducting open-ended interviews among EFL students at Lakidende University, several factors contributing to speaking anxiety were identified. One major factor is the lack of confidence in their language abilities. Many students feel that their vocabulary and grammar are insufficient, leading to a fear of making errors during speaking activities. This aligns with the findings of Young (1991), who noted that students' self-perceived

language proficiency is a significant predictor of anxiety levels.

Another contributing factor is the classroom environment. The competitive nature of some classroom settings can exacerbate anxiety, particularly when students feel they are being compared to their peers. This was evident from the FLCAS responses, where students expressed concerns about being outperformed by classmates. As one respondent noted, "I get really anxious when I see my friends speaking fluently. It makes me feel like I'm not good enough."

Teacher-student interactions also play a crucial role. Supportive and encouraging teachers can help reduce anxiety, while overly critical or unsupportive teachers can increase it. A study by Aydın (2008) found that positive teacher behaviours, such as providing constructive feedback and creating a supportive classroom atmosphere, significantly reduce students' speaking anxiety. This was reflected in the responses from Lakidende University students, with many highlighting the importance of having a teacher who is patient and understanding.

Cultural factors also contribute to speaking anxiety. In some cultures, there is a strong emphasis on maintaining face and avoiding embarrassment, which can lead to heightened anxiety when speaking a foreign language. This was particularly relevant for students at Lakidende University, many of whom come from cultural backgrounds where public speaking is not commonly practised. This cultural influence can make students more self-conscious and fearful of making mistakes in front of others.

CONCLUSION

In conclusion, speaking anxiety is a significant issue among EFL students at Lakidende University, with many students experiencing moderate to high levels of anxiety. This anxiety can be attributed to several factors, including lack of confidence, classroom environment, teacher-student interactions, and cultural influences. The impact of speaking anxiety on language learning is profound, affecting students' participation, academic performance, and long-term motivation.

To address this issue, it is crucial to implement strategies to help reduce speaking anxiety. Creating a supportive classroom environment, incorporating anxiety-reducing activities into the curriculum, teaching relaxation techniques, and fostering peer support are all effective approaches. By addressing speaking anxiety, educators can help students build their confidence, improve their speaking skills, and achieve greater success in their language learning journey.

Future research should continue to explore the factors contributing to speaking anxiety

and the effectiveness of different interventions. Longitudinal studies could provide valuable insights into the long-term impact of speaking anxiety and the effectiveness of various strategies over time.

Additionally, research should consider the role of individual differences, such as personality traits and learning styles, in speaking anxiety and language learning outcomes.

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