

Speaking Anxiety: Factors Contributing To the Anxiety in Speaking Class of the First Year Students of the English Department Faculty of Letters, Jember University.

(Kecemasan Berbicara: Factor-Faktor yang Menyebabkan Kecemasan didalam Kelas Speaking pada Mahasiswa Angkatan Tahun Pertama Jurusan Bahasa Inggris Fakultas Sastra Universitas Jember)

Imam Wahyudi Antoro, Wisasongko, Dewianti Khazanah
English Department, Faculty of Letters, Jember University
Jln. Kalimantan 37, Jember 68121
E-mail:

Abstrak

Berbicara diyakini sebagai keterampilan yang paling sering membangkitkan kecemasan di kalangan mahasiswa. Kecemasan sebagai salah satu hasil dari faktor afektif yang muncul karena beberapa hal seperti kurangnya pengetahuan, rendahnya persiapan, takut membuat kesalahan dan kesulitan untuk memahami instruksi guru. Skripsi ini bertujuan untuk menyelidiki faktor apa yang berpengaruh terhadap kecemasan berbicara dan mengapa kecemasan berbicara terjadi pada mahasiswa tahun pertama Jurusan Bahasa Inggris Fakultas Sastra di Universitas Jember. Peserta penelitian ini adalah 50 mahasiswa. Untuk mendapatkan data, dilaksanakan penyebaran angket kuesioner dan wawancara. Dengan menggunakan teori dari Tseng (2012) tentang kecemasan dalam berbicara, analisis data dapat dilakukan. Hasil penelitian menunjukkan bahwa persepsi diri atau harga diri, presentasi di kelas, takut membuat kesalahan, lingkungan sosial, jenis kelamin, perbedaan budaya, situasi kelas ditentukan sebagai sumber kecemasan berbicara mahasiswa. Sementara alasan yang membangkitkan terjadinya kecemasan berbicara adalah: pertama adalah persepsi diri, hal itu dikarenakan oleh kesulitan bahasa (kurangnya kosa kata, khawatir tentang struktur dan berbahasa Inggris dengan benar), kekhawatiran terhadap persepsi orang lain, rasa percaya diri yang rendah, kurangnya motivasi, kurangnya komunikasi dan takut membuat kesalahan. Kedua adalah presentasi di dalam kelas, hal itu dikarenakan mereka menjadi pusat perhatian, takut akan pertanyaan dari mahasiswa lain dan mereka tidak mempersiapkan materi. Ketiga adalah takut membuat kesalahan, hal itu disebabkan karena mereka tidak menguasai materi, kurangnya kosa kata dan pengucapan. Keempat adalah lingkungan sosial, mereka tidak dapat mengeksplorasi bahasa dan penilaian dari orang lain. Kelima adalah gender. Hal itu karena setiap gender memiliki topik yang berbeda untuk dibahas dan persepsi yang berbeda tentang lawan jenis. Keenam adalah perbedaan budaya. Itu karena topik yang berbeda dan aksen yang berbeda antara Jawa, Madura dan Cina. Ketujuh adalah situasi kelas yang formal. Itu karena mereka dipantau oleh dosen dan karakteristik dari dosen.

Kata Kunci: Bahasa berbicara, kecemasan dalam berbicara, alasan dari sumber-sumber kecemasan dalam berbicara

Abstract

Speaking is believed as a skill that most frequently evokes anxiety among the students. Anxiety as one of the results of affective factors appears because of several matters such as lack of knowledge, low of preparation, fear of making mistakes and difficulty to understand the teacher instruction. This thesis aims to investigate what factors contributing to speaking anxiety and why speaking anxiety happens on the first year students of English Department Faculty of Letters in Jember University. The participants of this research are 50 students. To obtain the data, questionnaire and interview are conducted. By utilizing the theories from Tseng (2012) speaking anxiety, the analysis of the data can be done. The results show that self-perception or self-esteem, presentation in the classroom, fear of making mistakes, social environment, gender, culture differences, formal classroom environment are determined as the source of the participants' speaking anxiety. Meanwhile the reason which evoke the occurrence of speaking anxiety are: first is self-perception, that is because of language difficulties (lack of vocabulary, worry about structure and speaking English correctly), concern about others perception, low self-confidence, lack of motivation and lack of communication and afraid of making mistakes. Second is presentation in the classroom, that is because they are become the center of attention, afraid of question from others learners and they do not prepare the material. Third is fear of making mistakes that is because they do not master the material, lack of vocabulary and pronunciations. Fourth is social environment, they have limited exposure to target language and judgment from other people. Fifth is gender. That is because each gender has different topic to discuss and different perception about the opposite gender. Sixth is a cultural difference. That is because different topic and different accent between Javanese, Madurese and Chinese. Seventh is formal classroom environment. That is because they are monitored by the lecturer and formal characteristic of the lecturer.

Keywords: language speaking, speaking anxiety, reason of the sources of speaking anxiety

Introduction

Language is a system of arbitrary vocal symbols, which permit all people in a given culture, or other people who have learnt the system of that culture to communicate or to interact. Speaking becomes one of the most important things that people should have, because by speaking other people will understand what we mean and what we want. Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information (Brown, 1994; Burns & Joyce, 1997). Learning to speak also demands a lot of practice and attention; we learn to speak our mother tongue by listening and repeating. The teacher can adopted the same natural way, asking short questions and use of short dialogues in the classroom to develop this skill, (B. Bloch and G.L. Trager: 1942).

Speaking contributes to the learners not only that they know how to produce the specific point of language such as grammar, pronunciation, or vocabulary but also they should understand when, why and in what ways to produce language. It means speak has contribution to the learners as follows: (a) helps the learners to use the element of language like grammar, pronunciation, or vocabulary correctly, (b) understands about situation, ways, and time to send a language acceptably.

Affective factors are “those referring to personal-social-emotional behaviors of teachers and learners to the feeling tone of the learning environment generated by their interaction” (Richard E. Ripple; 1964:476-477). They can have a negative or positive effect. Negative affective factors is called effective filter. It is an important idea in theories of second language acquisition and learning. Anxiety is one of effective factors, for example: two students are in the same subject of English. The first student likes this material and also prepare before he/ she learns. Another student does not like it very much. When they come to the class, the first student is more interactive and active in the class but another one is passive in the class. He is only silent and becomes a good listener. From this, it seems that the first student wants to learn English and wants to master it. When

they finish the learning, the first student becomes fluent and he can practice it, different with the other one, he does not understand what the teacher teaches because he does not like the material. It is called affective filters.

Based on the background of the study above, the problem can be elaborated into questions as follows:

- (1) What are the factors that make anxiety happen to the first year students in speaking class?
- (2) Why does anxiety happen in speaking class of the first year students in Jember University Faculty of Letters?

In line with those questions, the study is designed to achieve some goals, namely:

1. To find out the factors which make the students feel anxious in speaking class.
2. To figure out several main factors that cause EFL speaking anxiety based on the ability of the students.
3. To describe and explain why anxiety happens on first year students in speaking class.

Method of Analysis

This research applies qualitative researches. Qualitative research is a research in which the analysis is interpretative (descriptive). The qualitative method is used in analyzing and describing the data in the form of the speaking anxiety. Types of research are useful for the researcher to get the validation in analyzing the data. Besides, those methods are helpful to interpret the results of the data analyzed. This research uses qualitative approach. It is to get what factors make anxiety happen to the first year students in speaking class and also to get the results of the the dominant factors of speaking anxiety in the first year student in speaking class. The data in this research are collected from closed-ended questionnaire to the first year students of English department faculty of letters in speaking class. The data are going to be obtained by using questionnaire and interview. The questionnaire that the researcher use is adapted from the Horwitz, Horwitz and Cope theory of sources of speaking anxiety. The questionnaire is multiple choice in which the

choice is the source of the causal factor in anxiety. The aims are to get description what factors that make anxiety happen to the first year student in speaking class and get result of the dominant factors of speaking anxiety in the first year students of English Department Faculty of Letters. The participants are from the first year students of English Department, Faculty of Letters, Jember University, there are 50 students of the participants.

Result

The findings show several sources of speaking anxiety in the classroom. Factors like gender, self perception or self esteem, social environment, cultural differences, social status, formal classroom environment, presentation in the classroom and fear of making mistakes become the primary causes of their anxiety.

Based on the results of the questionnaires, the researcher found the speaking anxiety sources of English Department students Faculty of Letters Jember University in speaking class as follow:

Table 4.1

No.	The Answers	Total
1.	Self perception or self esteem	16
2.	Presentation in the classroom	9
3.	Fear of making mistakes	7
4.	Social environment	6
5.	Gender	5
6.	Culture differences	4
7.	Formal classroom environment	3
8.	Social status	-

From table 4.1 above, it can be seen the number of the students who choose the anxiety sources that has been provided by the researcher. It can be seen that there is no one who choose social status as their speaking anxiety in the classroom. Meanwhile, self-perception or self-esteem was chosen by 16 students out of 50 students who were given the questionnaire. The students choose this speaking anxiety sources more than the other sources. Horwitz et.al (1986)

stated that “people who have high levels of self-esteem are less likely to be anxious then are those with low self-esteem”.

Self-perception or self-esteem has been chosen and becomes the dominant source of speaking anxiety. Presentation in the classroom is chosen by 9 of the students. This number of students is also relatively high if it is compared to the other sources. While, the third high score of speaking anxiety is fear of making mistakes. There are 7 students who chose it as their speaking anxiety sources. Then, the fourth high score of speaking anxiety is social environment, in which 6 students chose this source as their speaking anxiety. Gender also becomes the source of speaking anxiety. There are 5 students who chose it as the speaking anxiety source. In addition, there are 4 students who choose cultural differences as source of speaking anxiety. The last source is formal classroom environment that becomes the lowest score of speaking anxiety. There are 3 students who choose this source as speaking anxiety source. The survey reveals that no participants mention that they have experienced difficulty due to social status. This is to certain extent, in contradiction with the finding reported in Tseng (2012) which mention that social status also as factors of speaking anxiety.

Discussion

In the interview, the researcher found the reason why they choose those sources as their speaking anxiety that block them from speaking English in the classroom.

a. Self-perception or Self-esteem

Based on the results of the questionnaire, the speaking anxiety source of self-perception or self-esteem is found on the students. Horwitz et al., 1986 state “individuals who have high levels of self-esteem are less likely to be anxious then are those with low self-esteem”. Krashen (1980, 15: cited in Young, 1991:427) suggests, “The more I think about self-esteem the more impressed I am about its impact. This is what causes anxiety in a lot of people. People with low self-esteem worry about what their peers think; they are

concerned with pleasing others". The research shows that 16 students chose this source as a factor of speaking anxiety. They feel anxious to speak English due to several reasons.

The factor that makes them feel anxious in speaking is because they have low proficiency in vocabulary, structure and skill of speaking. The other reason is because they are afraid if their friend will call them "*keminggris*" (snob). In addition, low confidence is a factor of speaking anxiety. Somehow their English is wrong. Sometimes, they prefer to keep silent rather than making mistake. Partner of speaking is important to improve their English. Lack of motivation and lack of communication with lecturer is also a factor that makes them nervous to speak English. Lacks of communication with the lecturer also as a factor that make him feel nervous to speak English with others. Another reason that makes self-perception or self-esteem becomes factors of speaking anxiety is afraid of making mistakes.

b. Presentation in the Classroom

The results claim that another source of speaking anxiety in the classroom is presentation in the classroom. It shows that 9 students have chosen this source as factor of speaking anxiety. They feel anxious to speak English because when they speak English in front of the class they will lose confident and forget the materials. Price's (1991:105) states "frustration of not being able to communicate effectively". Doing presentation in front of the class using foreign language has been reported as one of causal factors that could emerge the existence of anxiety in students and it is regarded as the most anxiety-provoking activity in the class.

The learners feel anxious to present in speaking class. This is because when the student is presenting, they become the center of attention. Different learners give different reason. They feel anxious to do presentation in the classroom because they are afraid of the questions from other learners and lecturer. In addition, the presenters do not prepare the materials. The presenter should master the material because if there is mistake the audience will laugh and it makes the learners unconfident and lose the materials he/she prepared.

c. Fear of Making Mistakes

The results support the finding another source of speaking anxiety in classroom is fear of making mistakes. Seven students chose this. They feel anxious to speak English because when they make mistakes, other students will correct it. Furthermore, the students just keep silent and keep quiet in the classroom. Jones states (2004:31) "Classroom is always a problem... you find many people watching you and try to correct you, laugh at you, you will be blamed for any mistakes, and you have to be correct because it is a class. $1+1=2$, you have to say 2, if not say 2, of course, it will be wrong". There are some reasons why fear of making mistakes becomes source of speaking anxiety.

The learner feels anxious to speak English in fear of making mistakes because they do not really master the material. Another student gives different reason. They are afraid of making mistakes because they are lacked of vocabulary and do not know how to pronounce the word.

d. Social Environment

The results review social environment is one factor of speaking anxiety on the students. It shows that 6 students chosen this source, they feel anxious because the environment of the learner does not use English as daily language. In Lightbown and Spada, (2006:30), a Saudi male learner said in this regard "we could practice English only in the class, out of the class, no practice lack of chances or practice...trouble when you find a chance to speak".

There are some reasons why social environment becomes the factor of speaking anxiety. The learners feel unconfident to speak English because it is hard to find partner of speak. Other reason is negative judgment by other people. Many students speak English only when they are in the classroom. But when they are at home; they do not use English to communicate.

e. Gender

The results shows one source of speaking anxiety is gender. The students are anxious when they speak to the opposite sex in the classroom. Five students chose this factor as the factor of speaking anxiety. Campbell (1988) said "no significant differences between men and woman in relation to

speaking anxiety at the language course, the subject appeared to have different experiences of feeling anxious while talking the opposite sex; people are more likely to feel communication anxiety when they are talking to the opposite sex". There are some reasons why gender becomes one source of speaking anxiety. Female and male students have different reason why gender becomes source of speaking anxiety.

Female and male have different topic in speaking; female students have different topic in speaking with the opposite sex. In addition, female students think that their English is bad and the opposite sex will think that female students are incompetent. Male students also have different reason why they feel anxious to speak English to the opposite sex. They think that female students are more preserved than male students. However, male student assume that different topic is also a factor of speaking anxiety.

f. Cultural Differences

Based on the result of the questionnaire, there are 4 students who chose this source as factor of speaking anxiety in the classroom. They feel anxious to speak English because they think that other students may not understand what other students say. They feel anxious to speak English because they think that other students from different culture may not understand what other student says. John (2004) in his research claims that in two cultures Pakistani and Omani, Pakistani said that "you do not know how others are going to interpret what you say" and the Omani said that "it is cultural aspect that you were losing face when you are talking in wrong things". One source of speaking anxiety is cultural differences. They feel anxious to speak English because they belong to different ethnic or group. Meanwhile, another reason why cultural different becomes a factor of speaking anxiety is different accent.

g. Formal Classroom Environment

Based on the result of the questionnaire, there are 3 students who choose this source as factor of speaking anxiety. They feel anxious to speak English because the situation of the class is too formal, and they are monitored by the teacher.

Daly, 1991: cited in Onwuegbuzie et al., 1999:218 states:

Such expressions of the fear of being negatively evaluated under formal classroom environment lend support to the previous research that learners feel more anxious in highly evaluative situations, particularly in the L2/FL classroom where their performance is constantly monitored by both their teacher and peers.

Based on the previous study, learners will feel highly anxious to speak the foreign language /L2 when they are in evaluative situation or when monitored by the teacher and friends. There are some reasons why formal classroom environment becomes a factor of speaking anxiety. The learners feel anxious to speak English in the classroom because they are monitored by the lecturer. In addition, the character of the lecturer is also a factor of speaking anxiety.

Conclusion

This study focuses on the phenomenon of speaking anxiety which takes place among first year students of English Department of Faculty of Letters, Jember University. The analysis of this research works with the data from closed-ended questionnaire adapted from Horwitz et al. (1986) and transcript interview. The participants are 50 first year students. This research uses qualitative method and the theories from Tseng (2012) as references in speaking anxiety. The data gathered are analyzed in order to answer the two research questions of this study. On this chapter, the conclusion presents a brief explanation about the results of the two research questions.

The first research question is about the factors which make the students feel anxious in the speaking class. The data are from the closed-ended questionnaire. It is a questionnaire with fixed - choice answers and blank option if they have other sources of speaking anxiety. It is to obtain the causal factors of anxiety among the participants. Simple statistical

method is used to show how many students who chose the sources of speaking anxiety by using table or diagram. Then, descriptive technique is the written interpretation of the figure or table that shows the number of students using speaking anxiety. The results show that self-perception or self-esteem, presentation in the classroom, fear of making mistakes, social environment, gender, culture differences, formal classroom environment are the source of the participants' speaking anxiety. Self-perception or self-esteem has been chosen and becomes the dominant source of speaking anxiety.

This study only concerns in examining the factors and the reason of foreign language speaking anxiety which is experienced by the first year students of English Department of Faculty of Letters, Jember University. This study covers the analysis of factors of EFL speaking anxiety among the students based on the theories from Tseng (2012). There are 75 students of the first year will be discussed. From 75 students of the first year, some of the students (50) are agree to be the participants and some of the students (25) are not agree to be the participants. Last, the results that explain in this thesis are expected to be able to provide a better information and description about speaking anxiety for the students as well as the lecturers. Hopefully, this thesis is useful as a reference for those who also examine in the same field and also can help further analysis in the similar study.

Acknowledgments

Our sincere gratitude is hereby extended to the following people who never cease in helping until this research is accomplished: examiner 1 and examiner 2 as the reviewers of the study.

References

Aida, Y. 1994. Examination of Horwitz and Cope's Construct of Foreign Language Anxiety: The Case of Students of Japanese, *Modern Language Journal* 78(2): 155-67.

Blaxter, L., Hughes, C., and Tight, M. 2006. *How to Research*. Third Edition. Philadelphia: Open University.

Brown, G. and Yule, G. 1983. *Teaching the Spoken Language*. Cambridge: Cambridge University Press.

C. Richards, J. & Schmidt, R. 2010. *Longman Dictionary of Language Teaching and Applied Linguistics*. Fourth Edition. Great Britain: Pearson Education Limited.

Coyne, I. T. 1997. Sampling in qualitative research. Purposeful and theoretical sampling; merging or clear boundaries?. *Journal of Advanced Nursing*, Vol.26: 623-630.

Daly, J. 1991. Understanding Communication Apprehension: An Introduction for Language Educators, in Horwitz, E. K., & Young, D.J. (eds.) *language Anxiety: From Theory and Research to Classroom Implications*. Englewood Cliff, NJ: Prentice Hall, pp.3-14.

Denscombe, M. 2007. *The Good Research Guide*. Philadelphia: Open University Press.

Dörnyei, Z. 2007. *Research Method in Applied Linguistics*. Oxford: Oxford University Press.

Gobel, P., & Matsuda, S. 2003. Anxiety and Predictors of Performance in the Foreign Language Classroom, *Science Direct Journal*, Vol. 32(1), pp.21-36.

Hornby, A. S. 1995. *Oxford Advanced Learner's Dictionary*. Fifth Edition. New York: Oxford Group.

Horwitz, e., Horwitz, m., & Cope, a. 1986. Foreign Language Classroom Anxiety. *Modern Language Journal*, 1986, 70, 125-132.

Horwitz, E. K., Horwitz, M. B., & Cope, J. A. 1986. Foreign Language Classroom Anxiety. *The Modern Language Journal*, 70(2), 125-132. <http://dx.doi.org/10.2307/327317>

Horwitz, E. K. 2010. Foreign and Second Language Anxiety. *Language Teaching*, 43, 154-167. <http://dx.doi.org/10.1017/S026144480999036X>

Koch, A. S., & Terrell, T. D. 1991. Affective Relations of Foreign Language Students to Natural Approach Activities and Teaching Techniques. In Horwitz, E. K., & Young, D. J. (eds.) *Language Anxiety: From Theory and Research to Classroom Implications*. Englewood Cliffs, NJ: Prentice Hall, pp. 109-125.

- Jones, J. F. 2004. A Cultural Context for Language Anxiety, EA (English Australia) Journal, Vol. 21 (2), pp. 30-39
- Laine, E.J. (1987). Affective Factors in Foreign Language Learning and Teaching: A Study of the "Filter", Jyvaskyla Cross-Language Studies.
- Lightbown, P. M., Spada, N. (2006). How Language are Learned. Third Edition, Oxford University Press.
- MacIntyre, P. D. (1999). Language anxiety: A Review of the Research for Language Teachers. In D. J. Young (Ed.), Affect in Foreign Language and Second Language Learning: A Practical Guide to Creating a Low-Anxiety Classroom Atmosphere. Boston: McGraw-Hill. pp. 24-45.
- MacIntyre, P., & Gardner, R. (1991) Methods and Results in the Study of Anxiety and Language Learning: A review of the Literature. *Language Learning*, 41, 85-117.
- MacIntyre, P.D., & Gardner, R. C. 1994. The Subtle Effects of Language Anxiety on Cognitive Processing In the Second Language. *Language Learning*, Vol. 44 (2): 283-305.
- Marwan, A. 2007. Investigating Students' Foreign Language Anxiety. *Malaysian Journal of ELT Research*, Vol. 3:37-55.
- Onwuegbuzie, A. J., Bailey, P., & Daley, C. E. 1999. Factors Associated With Foreign Language Anxiety. *Applied Psycholinguistics*, Vol. 20: 217-239.
- Pica, T. (1987). Second Language Acquisition, Social Interaction, and the Classroom, *Applied Linguistics*, Vo.8 (1), and pp. 3-21.
- Tseng, S. F. 2012. The Factors Cause Language Anxiety for ESL/EFL Learners in Learning Speaking. *WHAMPOA – An Interdisciplinary Journal*, Vol. 63: 75-90.
- Young, D. J. (1990). An investigation of Students' Perspectives on Anxiety and Speaking, *Foreign Language Annals*. Vol. 23, pp. 539-553.
- Young, D.J. 1991. Creating a Low Anxiety Classroom Environment: What Does Anxiety Research Suggest? *Modern Language Journal* 75: 426-38.
- Universitas Jember. 2009. Pedoman Penulisan Karya Ilmiah. Edisi Ketiga. Jember: Universitas Jember.