

Causal Factors of Speaking Anxiety Outside The Classroom: A Case Study of English Department Students of The Academic Year 2012 The Faculty of Letters Jember University

(Faktor Penyebab Kecemasan Berbicara di Luar Kelas: Studi Kasus Mahasiswa Sastra Inggris Angkatan 2012 Fakultas Sastra Universitas Jember)

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ABSTRAK

Penelitian ini berfokus pada penggunaan bahasa Inggris di luar kelas oleh mahasiswa sastra Inggris angkatan 2012 di fakultas Sastra Universitas Jember, sumber-sumber kecemasan berbicara dan alasan mengapa mereka memunculkan sumber-sumber tersebut. Untuk mengumpulkan data, penelitian ini menggunakan kuesioner dan interview. Untuk mengetahui sumber kecemasan berbicara bahasa Inggris di luar kelas, penelitian ini menggunakan teori sumber kecemasan berbicara yang diadaptasi dari Tseng (2012). Metode yang digunakan untuk menganalisa kuesioner dan interview adalah analisis konten. Analisis konten digunakan untuk mengetahui penggunaan bahasa Inggris di luar kelas, sumber kecemasan berbicara di luar kelas dan alasan-alasan munculnya sumber kecemasan berbicara mahasiswa. Hasil penelitian ini menunjukkan bahwa mereka tidak sepenuhnya menggunakan bahasa Inggris di luar kelas. Mereka kadang-kadang, jarang bahkan tidak berbicara bahasa Inggris di luar kelas. Kedua, sumber kecemasan berbicara bahasa Inggris yang dimunculkan oleh mahasiswa adalah: 1) takut membuat kesalahan; 2) sosial status; 3) persepsi diri yang negatif dan harga diri; dan 4) lingkungan sosial dan pengalaman yang terbatas untuk bahasa target. Ketiga, alasan mengapa sumber kecemasan berbicara muncul di luar kelas 1) persepsi diri yang negatif dan harga diri muncul karena kurangnya kepercayaan diri terhadap bahasa Inggris, kurangnya kosakata, kurangnya pengetahuan tentang penggunaan tata bahasa; 2) takut membuat kesalahan muncul karena mereka tidak menguasai bahasa Inggris dan takut mendapat respon dari yang lain; 3) status sosial muncul karena kurangnya kepercayaan diri terhadap kemampuan bahasa Inggris dan hubungan antara guru dan mahasiswa tidak dekat dan baik; 4) lingkungan sosial dan terbatasnya pengalaman terhadap bahasa target muncul karena kurangnya teman untuk berbicara bahasa Inggris, mendapatkan respon yang negatif dari yang lain dan tidak ada kewajiban dari fakultas atau guru untuk menggunakan bahasa Inggris di luar kelas.

Kata Kunci: Perolehan Bahasa Kedua, Kecemasan, Kecemasan Berbicara Bahasa Asing Di Luar Kelas

ABSTRACT

This research is focused on the use of English outside the classroom by students in English department of academic year 2012 in Faculty of Letters Jember University, the sources of speaking anxiety and the reason why they appear the speaking anxiety sources. To obtain the data, this reseach uses questionnaire and interview. To know the speaking anxiety sources outside the classroom, this research uses theory of speaking anxiety source adapted by Tseng's (2012). The method that is used to analyze questionnaire and interview is content analysis. Content analysis is used to know the use of English outside the classroom, the sources of speaking anxiety outside the classroom and the reasons why the speaking anxiety sources appear. The result of this research shows that first, they are not fully use English outside the classroom. They are sometimes, rarely, even do not speak English outside the classroom. Second, the speaking anxiety sources that appeared by students are: 1) fear of making mistakes; 2) social status; 3) negative self perception or self-esteem; and 4) social environment and limited experience to the target language. Third, the reasons why speaking anxiety sources appear, they are 1) negative self perception or self-esteem appear is due to lack of confidence at their English skill, lack of vocabulary, lack of knowledge about usage of grammar; 2) fear of making mistakes appear is caused they do not master English skill and fear of getting correction from others; 3) social status appear is due to lack of confidence at their English and the relationship between the teachers and the students are not close and good, 4) social environment and limited experience to the target language appear is due to lack of partner to speak English, getting the negative response from others and there is no obligation from the department or teacher to use English outside the classroom.

Keywords: Second Language Acquisition, Anxiety, Foreign Language Speaking Anxiety Outside The Classroom

Introduction

Speaking skill is one of the basic skills that must be mastered by English Department students in the Faculty of Letters Jember University. To be able to master speaking skill, the students have to take speaking classes. Speaking class that have to be mastered by students consists of 4 levels, Speaking 01 and Speaking 02 for the first year students, while Speaking 03 and Speaking 04 for the second year students. Based on the highest level, Speaking 04 is determined as a final speaking class in which students who passed the class is expected to be fluent and active speakers of English. In addition, students are not only required to complete the task by being active in the class but also outside the classroom.

In fact, although many students in English Department of Faculty of Letters Jember University have passed Speaking 04 class, they feel difficult to speak English. Supposedly, students who have passed the class of Speaking 04 have the ability to speak. It is due to the fact that they have had 2 years of experience of speaking class. However, many students are unwilling and feel difficult to speak English inside the classroom. In addition, the students tend to be more difficult to speak outside the classroom. Outside the classroom, many students feel embarrassed, awkward, and fear to make mistakes when speaking English, even they would feel more comfortable and safe when using Indonesian or Javanese as their communication tool.

Azizifar *et al* (2014:1747) states “In order to be a good speaker, one need to have enough knowledge about subject matter, the purpose subject he wants to speak and communicate, information about the context in which he speak”. It shows that the students need to have speaking competence. It is used to communicate to others.

Underwood (as cited by Akhyak and Indramawan, 2013:19) says that “speaking means creative process; an active interaction between speaker and listener that involves thought and emotion. Speaking involves three areas of knowledge. They are mechanics (pronunciation, grammar, and vocabulary)”. This case shows that speaking is a creative process of active interaction between speaker and hearer that involves thought and emotion. It also involves pronunciations, grammar and vocabulary that are rules of a language. It is an ability to use the right word with correct pronunciations that make understanding between speaker, so that listener and the message can be transferred well.

Furthermore, Weinert (1999:3) states that “Competence can be attributed to individuals, social groups or institutions, when they possess or acquire the conditions for achieving specific developmental goals and meeting important demands presented by the external environment”, In addition Akhyak and Indramawan (2013:19) state that “Speaking competence means conversation ability or conversation skill. It performs mutual interdependent, interactive nature of conversation. It is an awareness activity as well as feedback activity so that a series of tasks is developed to sharpen the students’ awareness on the activity and assess their own progress performance”. While, “To acquire speaking competence students must have many aspects of speaking

such as pronunciation, structure, vocabulary, content and fluency” (Akhyak and Indramawan, 2013:19)

Lacking of knowledge, not knowing the aim of the students’ speaking and the information about the context tend to make them to be passive speakers or to use the regional language outside the class. The basic assumption may lead to some suppositions such as feeling of insecurity, scared and embarrassment to make mistakes in speaking especially to students. These feelings could be summed up in to language anxiety because speaking in the foreign language is an anxiety-producing experience for most of the students (Young, 1990:539).

According to Spielberger (as cited Horwitz, *et al* 1986:125) “Anxiety is the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system”. Meanwhile, Horwitz *et al* (1986:125) state “when anxiety is limited to the language learning situations, it falls into the category of specific anxiety reactions”. Furthermore, Horwitz *et al* (1986:126) also say that the scholars' studies indicate that anxiety can affect the communication strategies students employ in language class. “They have difficulty concentrating, become forgetful, swear and have palpitations” (Horwitz *et al* 1986:126).

Speaking foreign language anxiety caused by various sources. Tseng (2012) mentions that there are 8 speaking anxiety sources inside the classroom, they are:

- 1) *self perception*
The source that caused by the negative perception of themselves
- 2) *social environment and limited to the target language*
It appears because the speakers' environment does not support in using their ESL/EFL
- 3) *cultural differences*
The anxiety caused by the cultural differences so other culture may not understand what talk about
- 4) *social status*
This anxiety source appears because the speakers think that the higher status is more understand about ESL/EFL than them
- 5) *gender*
This anxiety source appears because the speakers feel anxious when they speak ESL/EFL to the opposite sex
- 6) *strict and formal classroom environment*
The speakers feel anxious when they are in formal classroom environment. They think that in the classroom their mistakes will be noticed
- 7) *presentation in the classroom*
The anxiety appears when the speakers in front of the classroom because their friends take notice of their appearance
- 8) *fear of making mistakes*
This anxiety source appears because the speakers feel afraid to make mistakes when they speak ESL/EFL.

From the speaking anxiety sources above, this research tries to appear the sources outside the classroom by using the sources of cultural differences, social environment and limited experience to the target language, social status,

gender, and fear of making mistakes. Those sources are used because the area of this research is outside the classroom.

Although campus is a supportive environment to speak English, they do not use full English as their communication medium outside the classroom. In accordance with those situation, this research tries to answers the following questions:

- 1) Do the students in English department academic year 2012 Faculty of Letters Jember University speak English outside the classroom?
- 2) What are the sources of speaking anxiety of English department Students academic year 2012 Faculty of Letters Jember University outside the classroom?
- 3) What is the reason why the students appear the speaking anxiety source outside the classroom?

According to those questions, the research designed to achieve some goals, they are: 1) to know the use of English outside the classroom by English department students of academic year 2012 in Faculty of Letters Jember University; 2) to find out the sources of speaking anxiety of English department students of academic year 2012 in Faculty of Letters Jember University outside the classroom; 3) to find out the reasons why speaking anxiety source appear outside the classroom.

Research Methodology

The type of this research is qualitative research. Denscombe (2007:248) says "Qualitative research is research that tends to be associated with words or images as the unit or analysis". He also adds "On the other hand, qualitative research relies on transforming information from observations, reports and recordings into data in the form of written word, not numbers". However, Mackey and Gass (2005:162) explain "Although some qualitative researchers eschew the practice of quantification, others are interested in patterns of occurrence and do not exclude the use of the sorts of numbers and statistics that are usually found in quantitative research".

The population of this research is the students of English Department academic year 2012 in Faculty of Letters Jember University. The sample of the study consists 50 students, 35 females and 15 males. This research uses purposive sampling to take the participants. Denscombe (2007:17) explains "With *purposive sampling* the sample is 'hand picked' for the research". With this sampling strategy, the researcher takes students in English department academic year 2012 Faculty of Letters Jember University as the participants of this research.

To gather the data, this research uses observation, questionnaire and interview. Observation is used to determine the partisipants whether they speak English or not outside the classroom. While, questionnaire is used to know the use of English outside the classroom and the sources of speaking anxiety. In addition, interview is used to get more detailed reasons of the participants' answers about the sources of speaking anxiety.

The method that are used to analyze the questionnaires are content analysis. Denscombe (2007:236) says "Content analysis is a method which helps the researcher to analyze

the content of documents". Furthermore, Denscombe (2007:236) explains that content analysis is "a method that can be used with any 'texts', whether it be in the form of writing, sounds or pictures, as a way of quantifying the content of that text" .

Result

From the analysis of the questionnaires' answers, here are the results of this research. In using English outside the classroom, the students are sometimes, rarely even they do not speak English outside the classroom.

Furthermore, there are 4 the sources of speaking anxiety that adapted from Tseng' theory (2012) appear in students. The sources are: 1) fear of making mistakes; 2) social status; 3) negative self perception or self-esteem and 4) social environment and limited experience to the target language. From these sources that appeared, fear of making mistakes becomes the dominant source of speaking anxiety in students of English department academic year 2012 Faculty of Letters Jember University.

Meanwhile, the reasons why they appear the sources of speaking anxiety are 1) negative self perception or self-esteem appear is due to lack of confidence at their English skill, lack of vocabulary, lack of knowledge about usage of grammar; 2) fear of making mistakes appear is caused they do not master English skill and fear of getting correction from others; 3) social status appear is due to lack of confidence at their English and the relationship between the teachers and the students are not close and good, 4) social environment and limited experience to the target language appear is due to lack of partner to speak English, getting the negative response from others and there is no obligation from the department or teacher to use English outside the classroom.

Discussion

By using the questionnaire, the use of English outside the classroom are found. To know the number of students in using of English outside the classroom with the table below:

Table 4.1 The Use of English Outside the Classroom

No	The answer	Total
1	No	10
2	Sometimes	35
3	Rarely	5

From the table 4.1 the results of the questionnaires on the first question, it has been showed the use of English outside the classroom by students of English department academic year 2012 Faculty of Letters Jember University. From the use of English outside the classroom, the researcher finds that they say sometimes, rarely, and not speak English when they are outside the classroom.

There were 35 of 50 students who answered that they 'sometimes' speak English outside the classroom. This amount is quite high. While, there are 10 students who answered they do not speak English outside the classroom. The students who answered 'No' are unwilling to speak English when they are outside the classroom. In addition, there are 5 students of them answered that they rarely speak English when they are outside the classroom. This answer shows that they still have doubt to speak English. They do not speak full English.

Furthermore, by using Tseng's theory (2012) about speaking anxiety, the sources of speaking anxiety of students are presented the table below:

Table 4.2 The speaking anxiety sources of students outside the classroom

The answers	Total
Gender	-
Fear of Making Mistakes	25
Cultural Differences	-
Social Status	5
Self Perception	2
Social Environment and Limited Experience to the Target Language	18

Table 4.2 above shows the number of the students who choose the speaking anxiety sources that have been provided by the researcher. It can be seen that there is none who chose gender and cultural differences as their speaking anxiety source outside the classroom. While the source of negative self perception or self-esteem is chosen by 2 students out of 50 students. This source becomes the lowest number if it is compared to the other source of anxiety. Meanwhile, fear of making mistakes in speaking English is chosen by 25 students from 50 students. This source tends to be dominantly chosen compared to other sources of speaking anxiety. So, fear of making mistakes becomes the dominant source of speaking anxiety in students of English Department of the academic year 2012 Faculty of Letters Jember University.

Then, the source of social environment and limited experience to the target language is chosen by 18 students. This number of students is also relatively high after the speaking anxiety source of fear of making mistakes if it is compared to the other sources. In addition, there are 5 students who chose the source of social status as their speaking anxiety source.

In addition, by using the interview the reasons why the students appear the speaking anxiety source are:

1) *self perception*

There are some reasons why they have negative self perception. The first reason is they are not confident about their skill. They think that their English skill is not good enough if it is compared with their friends. They feel that their friends have a good enough in English than them. Thus, they prefer to keep in silent rather than they make mistakes.

The other reason is they have lack of vocabulary, structure and do not have good enough pronunciation. They are afraid to speak English because they think that their English is not good. They feel that they have lack of vocabulary. When they speak English, they also worry about the correct structure and the pronunciation is. In this case, they do not know the correct structure and their pronunciations are not good enough and tend to be faulty. They do not know how the correct English pronunciation is.

2) *fear of making mistakes*

The first reason is they do not master English, especially in grammar, pronunciation and vocabulary. They do not know the correct sentence structure, how to pronounce words well and still are lack of vocabulary. The students think grammar, pronunciation and vocabulary become the source of speaking anxiety of fear of making mistakes. They fear of making mistakes in the wording into complete sentences when they speak English and make their friends misunderstand. Most of students have lack of vocabulary so they cannot arrange words into good sentences properly and fully. It is caused by some words and correct grammar that they do not know. Thus, they tend to be silent or using their local language when they speak outside the classroom.

The second reason is that they are afraid that their friends will correct their mistakes. Lacking of proficiency in English will provide the opportunity to make mistakes in pronouncing or forming the correct sentences. They are afraid and anxious when they speak to the other students who are more advanced in English than they are. They are afraid that their friends will correct their mistakes when they speak English. Thus, the anxiety will appear. It is because their friends will correct their mistake.

3) *social status*

The first reason is the students are not confident at their English skill. They think that their teachers are better and have more experience than the students. Moreover, their teachers have mastered the English skill. The unequal status between teachers and students is determined as one of the source of speaking anxiety. If they speak to their teachers, they feel anxious and it will make their mental down and they feel shy because they cannot be as good as them. Based on this situation, those students prefer not to speak too much. It is better for them to keep in silence. It aims to avoid misunderstanding if they speak to their teachers.

While the second reason is that the relationship between the teachers and the students are not close and good. It is seen when some students who have limited vocabulary speak to their teacher. They feel difficulty to understand and make the perfect sentence. When their teachers speak to them, they do not understand what their teachers say. They will try to guess the unfamiliar words to get the meaning of the sentence. While, they speak to their friends who have high ability and do not know the meaning of the unfamiliar words, they will ask the meaning. So they can understand and avoid the misunderstanding. Furthermore, they do not ask the meaning if they speak to their teacher. It is better for them to pretend understanding

what their teachers say. It shows that the students have a good and close relation with their friends while they do not have good and close relation with their teachers.

4) *Social environment and Limited Experience to the Target Language*

This source becomes their speaking anxiety source because the first reason is they do not have a partner to speak English outside the classroom. It is hard to find the partner to use and support the ability of the students when they are outside the classroom. It means that they are difficult to speak full English. If they try to speak English or invite their friends to use English, their friends will give feedback by using the local language or keep in silent. This condition does not good feedback. It shows that their friends do not support their ability in speaking. Thus, they have lack of chance to develop and practice their English.

While, the second reason why the social environment becomes their source of speaking anxiety is they get the negative response by others. Many students do not use their English as daily language because they get the negative response from their friends. Their friends will say 'sok' (snobs) and show off their English. Their friends think and argue that they have more ability at English thus they speak English outside the classroom.

In addition, the third reason is there is no obligation from the department or teachers to use English outside the classroom. The absence of an obligation to use English outside the classroom, they are unwilling to speak English outside the classroom. So they are more comfortable and easier to speak and communicate with others by using local language than speak English outside the classroom.

Conclusion

Based on the students' answers on the questionnaire and interview, it can be seen that first, the students do not speak English fully. They are sometimes, rarely even they do not speak English outside the classroom.

Second, the speaking anxiety sources that appeared by students are negative self perception or self-esteem, fear of making mistakes, social status, social environment and limited experience to the target language. From these sources, fear of making mistakes becomes the dominant source of speaking anxiety.

Third, the reasons why speaking anxiety sources appear, they are 1) negative self perception or self-esteem appear is due to lack of confidence at their English skill, lack of vocabulary, lack of knowledge about usage of grammar; 2) fear of making mistakes appear is caused they do not master English skill and fear of getting correction from others; 3) social status appear is due to lack of confidence at their English and the relationship between the teachers and the students are not close and good, 4) social environment and limited experience to the target language appear is due to lack of partner to speak English, getting the negative response from others and there is no obligation from the department or teacher to use English outside the classroom.

Finally, this research is expected to give contribution in understanding the students' foreign language speaking anxiety and the reason why they appear those sources outside the classroom. Hopefully this research is useful for others as the reference of the students about SLA which focuses on the speaking anxiety source and also can help the further analysis in the same research.

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