

Foreign Language Speaking Anxiety: A Study of English Language Learning

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Abstrak

Berbicara adalah tindakan menyampaikan informasi atau mengungkapkan ide dan perasaan dalam bahasa Inggris lisan. Kecemasan menjadi penghalang penguasaan bahasa. Penelitian ini menganalisis kecemasan berbicara siswa dalam bahasa Inggris. Penelitian ini menggunakan metode penelitian kuantitatif. Peneliti memilih kelas B semester tiga yang terdiri dari 40 mahasiswa Pendidikan Bahasa Inggris yang diambil dengan purposive sampling. Instrumen penelitian digunakan untuk memperoleh data dari kuesioner. Sedangkan data dikumpulkan dengan menggunakan Google Form. Jumlah pertanyaan terdiri dari 18 pernyataan dengan menggunakan Skala Likert. Berdasarkan hasil angket, siswa memiliki kecemasan berbicara bahasa Inggris, terbukti dari persentase jawaban dalam pertanyaan yang menunjukkan bahwa siswa memiliki kecemasan berbicara bahasa Inggris pada saat ingin berbicara saat proses belajar mengajar sedang berlangsung, sedang berlangsung. Peneliti menemukan banyak temuan dari kecemasan berbicara bahasa Inggris setelah menganalisis data. Pertama, peneliti menemukan bahwa penyebab berikut berkontribusi terhadap kecemasan pada siswa berbahasa Inggris: ketakutan prediksi diri, keyakinan irasional, kepekaan terhadap bahaya, kepekaan terhadap kecemasan, atribusi sinyal tubuh yang salah, dan self-efficacy yang tidak memadai. Kedua, penyebab kecemasan berbicara siswa adalah siswa tidak percaya diri untuk berbicara bahasa Inggris, takut melakukan kesalahan saat berbicara, cemas ketika guru diminta untuk berbicara, dan malu untuk tampil di depan kelas.

Kata kunci: Kecemasan, Berbicara, Pembelajaran Online

Abstract

Speaking is the act of conveying information or expressing ideas and feelings in spoken English. Anxiety becomes a barrier to language mastery. This study analyse students' speaking anxiety in English. This research used quantitative research methods. Researchers selected class B of third semester consisting of 40 English Language Education students taken with purposive sampling. Research instrument are used to obtain data from questionnaire. Meanwhile, the data collected by using *Google Form*. The total number of questions consists of 18 statements using the Likert Scale. According to the results of the questionnaire, the students have anxiety about speaking English, as evidenced by the percentage of responses in the question, which indicated that students had anxiety about speaking English at the time of wanting to speak while the teaching and learning process was in progress. Researchers discovered numerous findings from the anxiety of speaking English after analyzing the data. First, researchers discovered that the following cause contribute to anxiety in English-speaking students: fear self-prediction, irrational faith, sensitivity to dangers, sensitivity to anxiety, attribution of incorrect body signals, and inadequate self-efficacy. Second, the causes of students' speech anxiety are that students are not confident to speaking English, are afraid to make mistakes when speaking, anxious when teachers are asked to speaking, and embarrassed to perform in front of the class.

Keywords: Anxiety, Speaking, Online Learning

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1. INTRODUCTION

Speaking is the process of communicating with others via the use of words (Hwang et al., 2016; Prasetyaningrum et al., 2020). Speaking is a common activity in everyday life, and to communicate through speaking that includes interaction between speaker and listener (Nair & Yunus, 2021; Syahfutra, 2021). It means that speaking is a regular activity in daily life and to communicate through speaking that includes interaction between speaker and listener (Istri Aryani & Rahayuni, 2016; Sharma & Puri, 2020). Speaking is one of the most important abilities in language learning, and it is the gateway to active communication (Masruria, 2021; L. M. Sadiku, 2015), so the writers tend to emphasize on speaking skills during the learning

process (Daulay et al., 2018; Syafiq et al., 2021). Speaking is a method by which a speaker conveys a personal or impersonal message to the audience (Elismawati, 2018; Ramdani, 2019). Speaking is a valuable tool in the development of efficient communication with native and non-native speakers since it encompasses all of the essential abilities that can be learned and improved (Mizbani & Chalak, 2017; Rao, 2019). Speaking is a means for communicating with people, and we can communicate our ideas and information by speaking (Kallinikou & Nicolaidou, 2019; Tresnawati & Musthafa, 2016). The speaker can send messages through an active dialogue, and the hearer will receive, process, and reply properly (Kallinikou & Nicolaidou, 2019; Putri Siahaan, 2020).

Anxiety is defined as a sensation of unease, anxiety, dread, or trepidation that is unconnected to a specific scenario or incident. Anxiety as a collection of self-perceptions, beliefs, attitudes, and actions connected to classroom language acquisition that arise from the uniqueness of the learning process (Llera & Newman, 2020; Palupi, 2021). Anxiety is not a problem in language learning if it can be managed (Ariani et al., 2017; Martí et al., 2022). When it is too high, however, it becomes a barrier to language mastery. This type of anxiety is related to a specific event or learning context in which the learner believes he is incapable of mastering a second language. It concentrates on the situation that causes the anxiety. In learning contexts, it relates to the learners' communicative apprehension. The typical anxiety is impacted more by the mindset of someone who feels himself to be different from other people, judging oneself so harshly that one does not dare to try something that is not mastered very well at first glance (Pertwi, D & Sudarsono, A, 2015; Thahir et al., 2018). When a person is in public, speaking anxiety is an unpleasant scenario for him or her (Goto et al., 2018; Syahfutra, 2021).

Furthermore, to determine language anxiety, FLCAS is used as a tool to identify the level of foreign and second language anxiety (Karunia et al., 2019; Usman et al., 2018). FLCAS is one of the most important measures because it conceptualizes language anxiety in the classroom systematically. It evaluates distinct types of language anxiety (communication apprehension, test anxiety, and fear of poor evaluation) (Huda & Ma'mun, 2020; Rizki et al., 2019). FCLAS has been widely used by other researchers. Therefore, FLCAS was used in this study since the writer wanted to find out students' anxiety when they were learning English, especially when they were having speaking assessment.

There are factors responsible that can cause speaking anxiety. In the context of foreign language acquisition, learners may experience anxiety as a result of three-dimensional anxiety problems. To begin, there's nervousness about communicating. Second, there is apprehension about receiving a poor review. Finally, there is a general sense of worry (Fitriah & Muna, 2019; Kitano, 2001). In online learning environment problem speaking in online environment students' face several problems. During the pandemic, all education levels are required to participate in the government's request for online learning (Efriana, 2021; Lutviana & Mafulah, 2021; Mardiana, 2020). So, when students lack understanding or mastering learning materials can make them afraid to speak or convey something when in online classes. Likewise, when they speak in online class they also feel nervous, fearful, and even ideas or opinions that have been designed to be a buyout. Online learning is one of the best solutions in the world of education for preventing the spread of the Covid-19 virus (Micciche, 2004; Syafiq et al., 2021). Many activities that must be postponed or even halted, such as comparative studies, seminars, and activities that can induce commutations and learning procedures that were once face-to-face learning but are now online learning, must be postponed or even terminated (Arroba & Acosta, 2021; Lorena Manaj Sadiku, 2015). Because the ability to use technology will be useful to create a more conducive learning environment in which a positive social connection can be developed, online learning is in desperate need of educators' and learners' abilities.

It is in line with previous research that state speaking skill has several components accurately, that are: the first, pronunciation is one of the speaking activities that needs both cognitive control and automatization, which is an important part of speaking (Chan, 2018; Micciche, 2004). Moreover, previous research also states that fluency (the ability to read accurately and fast) is an important aspect of reading. To be a successful reader, you must be able to read fluently. Fluency is also linked to precision and speed in applying message from various resources with appropriate responses (Syafiq et al., 2021; Wahyu et al., 2016). Fluency signals are defined as suitable speed and ease of speaking without disrupting the flow of conversation (Glenberg, 2011; Wahyu et al., 2016). And the other competency is comprehension. It is an important component of the reading process that should be prioritized (Mahayanti et al., 2017; Rao, 2019). Comprehension is the ability to act effectively based on affordances connected to the body, the physical world, personal aspirations, and cultural norms. Furthermore, some students at English Language Education FKIP UIR still find it difficult to apply the second language in class. In this case, speaking anxiety in class is still a problem that often occurs today.

Based on the observations the researcher did some students rarely spoke English even though they were in English class. The difficulty for students in speaking usually is that they have a lack of motivation in speaking English, then students are reluctant and feel anxious is a problem that is often faced by English students when speaking, besides that the environment is also a factor in communication barriers. As can be observed, there are contradicting findings that illustrate how anxiety affects students' speaking fluency but none of them looked at students' anxiety and fluency in online learning environments, which is more common nowadays. This research aims to be a reference in teaching plan for speaking course and analyze the characteristics of students in the learning process. Therefore, according to the statement above, the researcher conducted this study to analyses some factors influenced the students' anxiety in online learning class at the third semester of English Language Education of FKIP UIR.

2. METHODS

The researcher employed a quantitative technique in this study. Quantitative data is information derived from numbers and statistical data. Quantitative research methods can be interpreted as research methods based on positive philosophy, used to examine certain populations or samples, data collection using research instruments, quantitative or statistical data analysis, with the aim of testing predetermined hypotheses (Creswell, 2008; Glenberg, 2011). The data analysis technology used in quantitative research is clear, that is, it is directed to answer the formulation of the problem or test the hypothesis that has been formulated in the proposal. This research subject is the third semester students of a private university in academic year 2021/2022 from two different classes, namely grades 3A and 3B with a total population of semester 3 students are 95 students. Population is a generalization area consisting of objects or objects with certain features and characteristics that researchers choose to study and draw conclusions. Based on population, the study had a sample size of 46 students. Samples for this study were selected through purposeful sampling. Purposive sampling aims to select a subject based on the presence of a specific goal rather than stratified, random, or area sampling. This method is commonly used due to lack of time, energy, or resources, making it impossible to obtain large or distant samples. The Foreign Language Classroom Anxiety Scale (FLCAS) was used to gather data for this study. There are three components of FLCAS, fear of negative evaluation, communication apprehension, and test anxiety number of questionnaire. A five-point Likert Scale questionnaire survey was used to collect the data. Strongly Agree (SA), Agree (A), Neutral (N), Disagree (D), and

Strongly Disagree (SD) are the five points. Microsoft Excel is used to generate and evaluate data from questionnaires and 26 versions of the SPSS program are used to calculate data in percentages.

3. RESULTS AND DISCUSSION

Results

The results of the study explained that the students of the third semester give an opinion on English anxiety during class speaking. Then, the average grade for each student calculated to determine the anxiety of speaking. As revealed by student responses at FLCAS Questionnaire, student anxiety levels are categorized into three components of speaking anxiety related, namely Communication Apprehension, Fear of Negative Evaluation, Test Anxiety. Students' speaking anxiety levels were further analyzed side by side with average grades, to determine the cause of the level of anxiety speaking English students of the third semester of English education at FKIP UIR. If respondents generated each question that used 18 questions to measure the cause of anxiety speaking English students in the third semester of English education at FKIP UIR as show in [Table 1](#).

Table 1. Percentage of Questionnaire

Questions No.	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1. I feel quite sure of myself while I am speaking English in online learning.	5%	60%	17,5%	15%	2,5%
2. I start to panic when I have to speak English without a preparation in online learning.	12,5%	45%	22,5%	17,5%	2,5%
3. The more speaking tests I have, the more confused I get.	2,5%	45%	20%	27,5%	5%
4. I feel worry and not confident when I should to have ask and answer questions in my English class.	2,5%	47,5%	25%	15%	10%
5. A patient lecturer helps reduce my nervousness in speaking English.	22,5%	67,5%	5%	2,5%	2,5%
6. I am afraid that other students will laugh at me while I am speaking English.	5%	42,5%	22,5%	20%	10%
7. I get nervous when the English teacher asks me to speak English which I have prepared in advance	5%	42,5%	20%	25%	7,5%
8. I have no fear of speaking English.	10%	37,5%	32,5%	15%	5%
9. I tremble when I know that I am going to be called on in	2,5%	40%	25%	27,5%	5%

Questions No.	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
English class.					
10. I am not relaxed whenever I have to speak in my English class.	2,5%	35%	17,5%	37,5%	7,5%
11. It embarrasses to go out first to speak English in front of other student in online learning	10%	25%	25%	30%	10%
12. In my opinion, speaking the English language is difficult and complicated to learn.	10%	12,5%	25%	40%	12,5%
13. I prefer to speak my native language than a foreign language when discussing with others in online learning.	2,5%	47,5%	27,5%	17,5%	5%
14. I get anxious when I should to speak English in online learning.	10%	32,5%	22,5%	27,5%	7,5%
15. When the environment not supportive, I do not feel enjoy doing activities in speaking English.	12,5%	52,5%	22,5%	12,5%	0%
16. I have trouble to coordinate my movements while I am speaking English in online learning	10%	30%	32,5%	25%	2,5%
17. I feel relieved about speaking English if my lecture corrects my mistakes indirectly.	27,5%	42,5%	20%	7,5%	2,5%
18. I keep thinking that the other students are better at English than I am.	12,5%	47,5%	15%	20%	5%

Base on [Table 1](#) all percentages refer to the number of students who agree or disagree but the percentage of students who are most chosen by students is to agree. because they agree with the statement that shows the anxiety of speaking English experienced by students in the third semester of English education. The most of the participants agreed that they experienced the anxiety of speaking English while speaking in an online classroom. Because this third semester student does experience a lot of anxiety when speaking English. The result of foreign language speaking anxiety in online learning is show in [Figure 1](#).

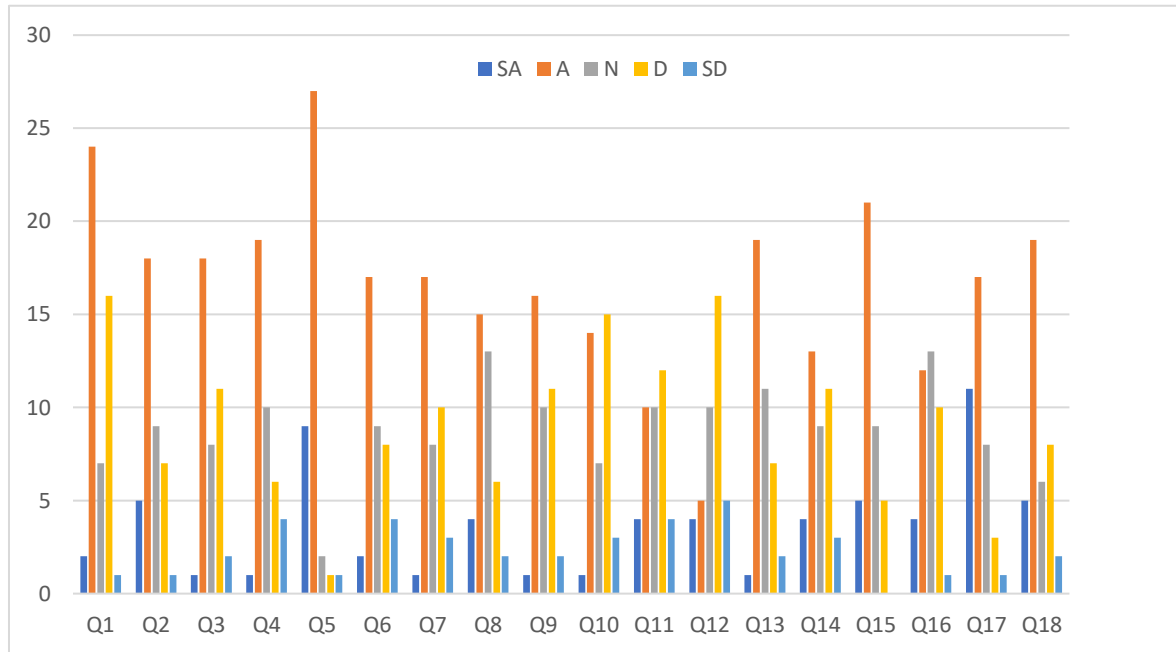


Figure 1. Foreign Language Speaking Anxiety in Online Learning

According to Figure 1 it can be seen that, anxiety plays a significant influence in influencing pupils' English speaking ability. The study's negative connection revealed that the more concerned students were at speaking English, the higher their ratings in English-speaking anxiety in online classrooms. When students are anxious when speaking English, they tend to be more passive. Anxiety will occur as a result of their uneasy circumstances, and they will be unable to capture the material presented in the process of teaching and learning in an online classroom. Based on these findings, it can be concluded that students' anxiety levels in the third semester of English classes have an impact on their ability to speak English fluently in the class. Researchers also discovered that the anxiety over negative evaluation aspects had the highest score. This suggests that this is the factor that has the most impact on a student's English speaking ability. Meanwhile, if pupils experience little worry while speaking English, it might be assumed that they can manage their fear. Finally, the study discovered that there is a reason for fear of speaking English. According to the findings of the study, students developed nervousness when speaking English and had high levels of speech anxiety. Negative outcomes may result from a variety of factors that contribute to the cause of speaking English pupils at FKIP UIR's third semester of English instruction.

In addition, the atmosphere of online learning for students still produces worry of speaking English which may contribute to the fluency of student speech which is believed to lessen student anxiety levels. The study employed students as a sample while others. Assume the role of a high school student. There are problems that occur during this investigation, which may alter the results of the study. In this case, the sample's restrictions may be a disadvantage. Only one class of students in semester tiga of English instruction at Universitas Islam Riau was studied. The average of overall percentages is show in Table 2.

Table 2. The Average of Overall Percentages

No. Items	Sa	A	N	D	Sd	Total	Percentage	Level
Q1	2	24	7	6	1	140	86,41%	Very High
Q2	5	18	9	7	1	139	85,80%	Very High
Q3	1	18	8	11	2	125	77,16%	High

No. Items	Sa	A	N	D	Sd	Total	Percentage	Level
Q4	1	19	10	6	4	124	76,54%	High
Q5	9	27	2	1	1	162	100%	Very High
Q6	2	17	9	8	4	125	77,16%	High
Q7	2	17	8	10	3	125	77,16%	High
Q8	4	15	13	6	2	123	75,92%	High
Q9	1	16	10	11	2	123	75,92%	High
Q10	1	14	7	15	3	115	70,98%	High
Q11	4	10	10	12	4	118	72,83%	High
Q12	4	5	10	16	5	107	66,04%	High
Q13	1	19	11	7	2	130	80,24%	Very High
Q14	4	13	9	11	3	124	77,16%	High
Q15	5	21	9	5	0	146	90,12%	Very High
Q16	4	12	13	10	1	128	79,01%	High
Q17	11	17	8	3	1	154	95,06%	Very High
Q18	5	19	6	8	2	137	84,56%	Very High
Overall Percentages							80,44%	Very High

Base on Table 2 show the results of the percentage of tables obtained, researchers argued that they scored in a very high with a percentage of 80.44% of 40 students based on 18 questions asked to students of the third semester of English education. The students agree that anxiety when speaking English is indeed experienced when studying in class, talking to lecturers or being a percentage in class, whether it is when studying online or not. However, some of them also say that sometimes speaking anywhere makes them worry, still not confident, embarrassed, and sometimes they still hesitate in speaking and giving opinions during speaking lessons.

Discussion

Based on the data in the first question, many students or for about gave 60% agree response, because they believed they did not experience anxiety when speaking English in class. From the second question, third semester students gave a 45% agree response, where they did experience anxiety when they wanted a percentage in the class without any prior preparation. The third question, which provides a 45% agreement, because students in the third semester of English education are confused when facing the number of tests that will be faced using English, while they are still anxious when speaking English in class or in public. The fourth question, which answered agree in this fourth statement as much as 47.5%, because students felt worried and insecure when told to ask and answer questions while in English class. And then the fifth question, which voted agree as much as 67.6%, because they also felt that lecturers helped reduce the nervousness they experienced in speaking English. Question six, students answered agree as much as 42.5%, because students were worried that other students would laugh at him when speaking English in an online class. The seventh question, students gave an agree opinion of 42.5%, because the third semester student still felt nervous when the English lecturer asked him to speak English in class even though everything had been discussed before. The eighth question, the response received the most was agreed 37.5%, third semester students who are english students feel not afraid or not anxious to speak English in the classroom because they master english vocabulary. The ninth question, the ninth most responded to 40%, because students agree that they experienced trembling or anxiety when they knew that they would be called forward for percentage or answering questions given by lecturers in English classes.

Furthermore, the tenth question, which gives a disapproval opinion there are 37.5%, students do not agree with this question because students feel they can always relax every time they have to speak English in English class, because they do not feel afraid of making mistakes that will make him embarrassed in front of lecturers and friends because if making a mistake it is a natural thing when studying. The eleventh question, in this question that gives a 30% disagree answer, because students do not feel embarrassed to start the conversation first by using English in front of lecturers or other students in online learning. The twelfth question, which gave a 40% disapproval response, because the third semester student argued that speaking English is not difficult and complicated to learn, we just need to always learn and practice speaking English to get used and fluent when speaking English in online classes or in public. The thirteenth question, which answered agree as much as 47.5%, because students prefer to speak the mother tongue rather than use English when discussing with friends in online learning, to make it easier to understand the lessons being explained by lecturers or other students. Moreover, the fourteenth question received a 32.5% agree response, due to students experiencing anxiety when it came to speaking English in online learning. The fifteenth question, which gave a 52.5% agree response, because when the environment was not supportive of having conversations using English, students did not feel like they enjoyed doing activities in speaking English. The sixteenth question, which provided a neutral answer of 32.5%, was because students found it difficult to coordinate movements while doing percentages and speaking English in online learning. The seventeenth question, which gave an agree opinion there was 42.5%, because students feel relieved when speaking English and there are mistakes lecturers or other students try to correct mistakes that he did indirectly. The eighteenth question, which elicited an agreed response there was 47.5%, because the third semester student of English education always thought that the other student was better at speaking English than himself. It is in line with previous study that state analyse the relationships between foreign language speaking anxiety and demographic factors among undergraduate students (Enisa & Karairmak, 2017). The findings revealed that foreign language speaking anxiety was negatively correlated with two variables related to prior foreign language experience as well as having a foreign friend. Following this, data analysis did not indicate any significant differences regarding spending a week or longer abroad and foreign language speaking anxiety. This finding reinforce by other previous study that examine the influence of foreign language speaking anxiety as a psycholinguistic barrier affecting speaking achievement of Saudi EFL learners (Ahmad Al-Khotaba et al., 2020). Based on the result, the EFL learners with high language anxiety have less achievement in speaking test while EFL learners with low language speaking anxiety have high achievement in speaking test.

The implication of this study bring benefit for third-semester English students by allowing them to reflect on their level of speaking anxiety. Educators can also use this research as a reference to learn about students' speech anxiety during the classroom learning process. It should be noted, as the limitation of this study was conducted solely in FKIP UIR English education and was entirely conducted through online exams, which could have resulted in different findings if conducted in other departments, and conducted through in-person examination. As a result, the authors respectfully encourage readers not to generalize the findings and will utilize this research as a model for future research in the same subject.

4. CONCLUSION

This study yielded negative findings. Because the findings revealed that college students had significant levels of speech anxiety, they had high levels of speech anxiety when speaking English. There are several types of anxiety that can be concluded, namely students

are not confident, afraid of mistakes, feeling embarrassed, worried, panicking when they have signs of anxiety such as heart breathing, shortness of breath that will prevent them from speaking English. This study used questions with three components, namely Communication Apprehension, Fear of Negative Evaluation, Anxiety Test. Where the highest percent among the three components is the Fear of Negative Evaluation component with an Agree answer option with a percentage of 332.7 percent. Therefore, students in the third semester of English Education in this study experienced more fear of negative evaluation components.

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