

EFL LEARNERS' SPEAKING ANXIETY OF STKIP PGRI JOMBANG ENGLISH DEPARTMENT FRESHMAN AND SOPHOMORE STUDENTS

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Abstract

Anxiety is the greatest threat that is faced by the learners when they want to communicate the content of their ideas directly through the English language. It gives negative effect toward English as foreign language (EFL) learners' motivation to speak the language. Speaking is one of skills that to be mastered by the EFL learners. The purpose in this study to know the factors of caused speaking anxiety and the level anxiety. According Horwitz et al. (1986) there are three factors that caused speaking anxiety. Those are Communication Apprehension, Test Anxiety, and Fear of Negative Evaluation. Then, the level anxiety are low level anxiety, moderate level anxiety, and the high level anxiety. This study used quantitative method with specific focus on survey design. The population in this research is the freshman students and the sophomore students of the English Language Department of STKIP PGRI Jombang. The participants are 126 students consist of five classes. The samples of this study are students of 2016 A, 2016 B, 2019 A and 2019 B. The research was done in STKIP PGRI Jombang. The researcher used questionnaires for collecting the data. The questionnaire adapted from Horwits, Horwits, & Cope (1986) & Sari (2016) that consists of 15 items. The data was analyzed by using statistical analysis. The result indicated that students had felt speaking anxiety because of these factors, but the dominant is Fear of Negative Evaluation. Then, for the level anxiety the participants are in moderate level.

Key Words : Anxiety, Speaking Skill

Abstrak

Kecemasan merupakan ancaman terbesar yang dihadapi peserta didik ketika ingin mengkomunikasikan isi idenya secara langsung melalui bahasa Inggris. Hal ini berdampak negatif terhadap motivasi belajar bahasa Inggris sebagai bahasa asing (EFL). Berbicara merupakan salah satu keterampilan yang harus dikuasai oleh peserta didik EFL. Tujuan dalam penelitian ini untuk mengetahui faktor-faktor penyebab kecemasan berbicara dan tingkat kecemasan. Menurut Horwitz et al. (1986) ada tiga faktor yang menyebabkan kecemasan berbicara. Mereka adalah Communication Apprehension, Test Anxiety, dan Fear of Negative Evaluation. Sedangkan kecemasan tingkat tinggi adalah kecemasan tingkat rendah, kecemasan tingkat sedang, dan kecemasan tingkat tinggi. Penelitian ini menggunakan metode kuantitatif dengan fokus khusus pada desain survei. Populasi dalam penelitian ini adalah mahasiswa baru dan mahasiswa tingkat dua Jurusan Bahasa Inggris STKIP PGRI Jombang. Pesertanya 126 siswa yang terdiri dari lima kelas. Sampel penelitian ini adalah mahasiswa angkatan 2016 A, 2016 B, 2019 A, dan 2019 B. Penelitian dilakukan di STKIP PGRI Jombang. Peneliti menggunakan kuesioner untuk mengumpulkan data. Kuesioner yang diadaptasi dari Horwits, Horwits, & Cope (1986) & Sari (2016) yang terdiri dari 15 item. Analisis data menggunakan analisis statistik. Hasil penelitian menunjukkan bahwa siswa pernah merasakan kecemasan berbicara karena faktor-faktor tersebut, tetapi yang dominan adalah Fear of Negative Evaluation. Sedangkan untuk tingkat kecemasan peserta berada pada tingkat sedang.

Kata Kunci : Kecemasan, Keterampilan Berbicara

1. INTRODUCTION

Speaking anxiety becomes a very important issue, some similar studies have a report that when the students have high anxiety, then get the low achievement for English as a foreign language to reach the target language is caused many factors such as lack of confidence, speaking method being preparations, mediate questions, fear of making mistake, fear of communicating with other people, negative evaluation, fear of exam and others. Those are some factors why do the students have high level speaking anxiety in English.

Anxiety becomes the dominant factor that influences the learners do not speak English in the class. The learners do not feel comfortable when the lecture asked them to speak in front of their friends in the classroom. At present, speaking can be a challenging duty for many students because it needs many interactions. In English there are four skills such as listening, reading, writing, and speaking. The four skills can be practiced alone, but especially for speaking, the students cannot speak alone if want to get the good ability. It needs responses to make a best speaking skill. That is why students should make every effort possible to find someone to speak with.

Speaking in the classroom or in front of other students may arise some more anxiety since the learners will be afraid of making mistake or being laughed at by others. Nevertheless, many students and lectures are not conscious of this existing situation. To make sure the success of English in English department, students' speaking anxiety is an important issue which cannot be ignored. This can be the reason why the researcher requires to do research of this case in order to know the factors of anxiety and the level anxiety.

The researcher has found several previous studies that have relation with the study. The first previous study is from Ozturk and Gurbus (2014) investigate the factors causing anxiety within a foreign language classroom. The researchers show that peer effect is a very influential factor in students' speaking anxiety when learning English process. While, Cagatay (2015) talks about foreign language speaking anxiety and its possible relationship with the participants' background. The research shows that the participants' background that is gender influences speaking anxiety to EFL students' in Turkish state university. Then, Afiqah (2015) talks about significant of anxiety level with gender and age. It also talks about the years of learning and factors of influencing language anxiety described by Horwitz, Horwitz & Cope (1986) such as communication apprehension, fear of negative evaluation and general feeling of anxiety. The result of this study obtained indicate that there is significant relationship between language anxiety and years of learning English, while no significant relationship was obtained regarding gender and age.

Based on exposure the problem faced by the researcher English as foreign language and exposure the result of three previous studies above that have shown how anxiety affect the learners in speaking English by some factors. The preliminary researchers investigated the factors of anxiety and the level anxiety. In this study the researcher wants to investigate further the factors of anxiety and the level anxiety of English department with board participant such as freshman and sophomore. Three factors caused anxiety are

communication apprehension, test anxiety, and fear of negative evaluation. In this study test anxiety become the novelty in this research. Therefore, the researcher is interested in conducting the research entitled “EFL Learners’ Speaking Anxiety of STKIP PGRI Jombang English Department Freshman and Sophomore Students.” In this study the researcher focuses more on the investigation of anxiety factors, and level of anxiety which faced by the English department freshman and sophomore students at STKIP PGRI Jombang.

2. RESEARCH METHOD

This research is quantitative research. In order to answer two research questions of the research, this research used survey design. The researcher used Cross-sectional surveys study to collect the data. The researcher wants to know the factor of anxiety and the level anxiety through cross-sectional survey which is collecting the data broadly at one point in time. As stated Donald Ary (2010), survey design that is Cross-sectional surveys study a cross-section (sample) of a population at a single. So, the researcher can gather the data at one point in time.

There are 134 students of the English Language Department of STKIP PGRI Jombang that consist of five classes as the population of the research. The population come from freshman students (academic year 2019) and sophomore students (academic year 2016) in STKIP PGRI Jombang. The freshman are from 2019 A consist of 32 students, 2019 B: 27 students while the sophomore students are 2016 A which consist of 32 students, 2016 B: 35, and 2016 C: 8 students. The sample of the study are students 124 students.

The researcher uses questionnaire with close ended as the instrument to collect the data. The questionnaire is a close-ended questionnaire type in the form of the Rating Scale which shown the levels. The Instrument is used in this research is intended to produce accurate data which is by using a Likert scale. This research used a questionnaire adapted from Horwits, Horwits, & Cope (1986) & Sari (2016) as reference. The researcher in this study uses fifteen items that contains in this questionnaire.

3. RESULT AND DISCUSSION

3.1 Results

a. Factor of Anxiety

Table of The Result of Questionnaire Respondent

No	Statements	SD	D	A	SA	Dominant Response	Total Respondent
1.	I never feel quite sure of myself when I am speaking in my foreign language class.	16	41	52	17	Agree	52

2.	I start to panic when I have to speak without preparation in language class.	14	29	50	33	Agree	50
3.	It would not be nervous speaking in the foreign language with native speakers.	23	49	39	15	Disagree	49
4.	I feel confident when I speak in foreign language class.	10	39	56	21	Agree	56
5.	I feel very self-conscious about speaking the foreign language in front of other students.	19	34	53	20	Agree	53
6.	I don't worry about making mistakes in language class.	5	27	49	45	Agree	49
7.	I am usually at ease during tests in my language class.	4	31	60	31	Agree	60
8.	I worry about the consequences of failing my foreign language class.	10	32	38	46	Strongly Agree	46
9.	I am afraid that my language teacher is ready to correct every mistake I make	19	46	38	23	Disagree	46
10.	The more I study for a language test, the more confused I get.	53	42	25	6	Strongly Disagree	53
11.	I tremble when I know that I'm going to be called on in language class.	18	36	40	32	Agree	40
12.	I keep thinking that the other students are better at languages than I am.	3	13	59	54	Agree	59
13.	It embarrasses me to volunteer answers in my language class.	17	50	48	11	Disagree	50
14.	I get upset when I don't understand what the teacher is correcting.	7	21	55	43	Agree	55

15.	I can feel my heart pounding when I'm going to be called on in language class.	8	24	48	46	Agree	48
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The results revealed that there are three statements of communication apprehension in a positive perception, two statements are in negative. Then, the second factor is test anxiety. The questionnaire result revealed that there is a statement in positive, and there are four statements in negative perception. The last factor is fear of negative evaluations, the result revealed that there are four statements in positive, and a statement in negative perception. Based on explanations above reveals the highest result of students' experience anxiety is on the factor of fear of negative evaluation. It means that the respondents felt anxiety caused these three factors, but the dominant factor that caused anxiety is because of fear of negative evaluation.

b. level of anxiety

Table of The percentage of students' perception

No.	Statement	The percentage of students' perception						
		SD	%	D	A	%	SA	%
1	I never feel quite sure of myself when I am speaking in my foreign language class.	16	13%	41	52	74%	17	14%
2	I start to panic when I have to speak without preparation in language class.	14	11%	29	50	63%	33	26%
3	It would not be nervous speaking in the foreign language with native speakers.	23	18%	49	39	70%	15	12%
4	I feel confident when I speak in foreign language class.	10	8%	39	56	75%	21	17%
5	I feel very self-conscious about speaking the foreign language in front of other students.	19	15%	34	53	69%	20	16%
6	I don't worry about making mistakes in language class.	5	4%	27	49	60%	45	36%
7	I am usually at ease during tests in my language class.	4	3%	31	60	72%	31	25%
8	I worry about the consequences of failing my foreign language class.	10	8%	32	38	56%	46	37%
9	I am afraid that my language teacher is ready to correct every mistake I make	19	15%	46	38	67%	23	18%

10	The more I study for a language test, the more confused I get.	53	42%	42	25	53%	6	5%
11	I tremble when I know that I'm going to be called on in language class.	18	14%	36	40	60%	32	25%
12	I keep thinking that the other students are better at languages than I am.	3	2%	13	59	57%	51	41%
13	It embarrasses me to volunteer answers in my language class.	17	14%	50	48	78%	11	9%
14	I get upset when I don't understand what the teacher is correcting.	7	6%	21	55	60%	43	34%
15	I can feel my heart pounding when I'm going to be called on in language class.	8	6%	24	48	57%	46	37%

The result shows most of the items indicates moderate level is dominant. This is shown in table, each items that deals with level of students' anxiety in speaking English indicates that the dominant level is in number 2 and 3 that indicates, the freshman and sophomore students are in moderate level.

3.2 Discussion

The result of the data from the students of English language education of freshman and sophomore students are calculated. The researcher found there were some students of English department of freshman in academic 2019 and sophomore students in academic year 2016 of STKIP PGRI Jombang felt anxious when speaking. There were some factors that caused speaking of anxiety faced by participants when speak English in the class. The result of the questionnaire was adapted from Horwitz et al. (1986) & Sari (2016).

The questionnaire results revealed that there are three statements of communication apprehension in positive perception, two statements are in negative. It indicates most of students agree that communication apprehension caused students' anxiety. It is because most of students never feel quite sure of their self. Then, the second factor is test anxiety. The questionnaire result revealed that there is a statement in positive, and there are four statements in negative perception. It indicates most of students disagree that test anxiety caused students' anxiety in speaking language class. It is because students do not worry about making mistakes, feeling ease during test, do not feel afraid when their teacher correct them when in front of the class, and they do not get confused when they more study for language test.

The last factor is fear of negative evaluation. The questionnaire result revealed that there are four statements in positive, and a statement in negative perception. It indicates most of students agree that fear of negative evaluation caused students' anxiety in speaking English language class. It is because most of students tremble when they know that they are going to be called on their English language class, thinking that others students are better than them, getting upset when they do not understand teacher's correcting, and feeling heart pounding when their name to be called in English class.

Based on explanations above reveals the highest result of students' experience anxiety is on the factor of fear of negative evaluation. It means that the respondents felt anxiety caused these three factors, but the dominant factor that caused anxiety is because of fear of negative evaluation. In this experience, the students feel anxiety because they are not ready yet to accept others people's evaluation when they are speaking English in the class. Sometimes they feel worried when their lecture gives the correcting. As stated by Horwitz et al. (1986) "Teacher's evaluation can be caused anxiety in the class." They also are afraid of being laughed by their friends. As argued previous study by Ozturk and Gurbus (2014) "The learning process in speaking class atmosphere makes students get anxiety. The learners are afraid of being laughed, also negatively evaluated and get interrupting in classroom by their friends."

The result of level anxiety shows the information about respondent's level of anxiety, it shows moderate level. The researcher decided the indicator to find out the level of anxiety by using questionnaire. The indicator is presented: strongly disagree is rated as low level of anxiety with number 1, disagree and agree is rated as moderate level of anxiety with code 2, and 3, and strongly agree is rated as high level of anxiety with code 4. Most of the items show the moderate level is dominant. This is shown in table, each items that deals with level of students' anxiety in speaking English indicates that the dominant level is in number 2 and 3 that indicates, the freshman and sophomore students are in moderate level.

4. CONCLUSION

Based on the result the factors that caused students' anxiety in speaking English at English department of freshman students and sophomore students of STKIP PGRI Jombang are communication apprehension, test anxiety, and fear of negative evaluation, but the dominant factor is fear of negative evaluation. Secondly, the researcher also finds the result of the level of anxiety at English department of freshman students and sophomore students of STKIP PGRI Jombang experience are in moderate level.

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