

The Second Semester Students' Speaking Anxiety in English Language Education at Ganesha University of Education

I Gusti Ayu Rai Laksmi¹

Universitas Pendidikan Ganesha, Indonesia
igustiayurailaksmi@gmail.com

Ni Made Ratminingsih²

Universitas Pendidikan Ganesha, Indonesia
made.ratminingsih@undiksha.ac.id

Ni Luh Putu Eka Sulistia Dewi³

Universitas Pendidikan Ganesha, Indonesia
sulistia.dewi@undiksha.ac.id

ABSTARCT

This study was aimed at identifying the type of anxiety and investigating the factors caused speaking anxiety in second semester students of English Language Education in UNDIKSHA. Mixed-method was used as the research design of this study in which random sampling technique was also used to determine the research sample. 70 second semester students were involved as the research sample. This research was done in online setting due to COVID-19 pandemic. The result of this study showed that there were two types of anxiety affected the second semester students, namely; state and trait anxiety. There were 26 % of second semester students influenced by state anxiety, 67% students were influenced by trait anxiety, and 7 % students were influenced by state and trait anxiety at the same time. In addition, it was also found that there were 5 internal and 11 external factors caused students' speaking anxiety. The present study suggests some parties, namely English Language Education students, educator, and other researcher. The students are expected to overcome their anxiety as long with the assistance of educator to overcome it. Then, other researchers are expected to conduct deeper study about the solution to overcome anxiety.

Keywords: *Anxiety, Second Semester Students, Speaking*

INTRODUCTION

Speaking is one of the skills that need to be mastered. Speaking skill makes use a language to reach purpose in the communication (Aboe, 2016). The purpose is to deliver the message from the speaker to the listener. Besides, Harmer (2001) defines speaking as the ability to process information and express it using the language fluently. In addition, speaking skill has also a dominant role in the communication. It helps people to deliver their oral message in the communication. Besides, it also supports students to participate actively in the discussion. Students can share their thought directly and join the discussion (Srinivas, 2019). However, Leong et al (2017) states that speaking is the most

difficult skill that needs to be mastered by the language learners. Many students face a difficulty in expressing their idea or themselves through a spoken language. Considering that matter, it is important to investigate the factor of difficulty in speaking skills.

One of factors that make the learners difficult to develop their speaking skills is anxiety. Sutarsyah (2017) states that anxiety is the psychological or physiological sign that emerges caused by the pressure on someone which is referred to speaking performance. An individual experiences anxiety when she/he is in an uncomfortable situation to cope under the exerted pressure. It can be seen that an individual will sustain anxiety and show the symptoms, like trembling, touching objects, stuttering, and others in those situations. Wiedemann (2015) defines that anxiety is a human behavior, physiological response and physiological characteristic that appear when the people feel fear and worry. Besides, Anxiety is also defined as a condition when a person has to avoid a threatening condition but she/he is forced to face the condition because it gives pressure on that person (Sikandar, 2017). Therefore, when the students feel anxious during language learning, it can make the students difficult to achieve the learning outcomes. It usually happens when the students speak during an interaction (Khusnia, 2017).

Asysyfa et al (2019) argues that speaking anxiety is the condition crucially affects the students' language learning process. McCroskey (1982) said that speaking anxiety is an individual feeling which is afraid to speak in real communication. It is supported by another definition which states that speaking anxiety is the conditions where humans feel nervous to express themselves in a spoken language. Moreover, speaking anxiety is also known as self-perception, belief, feeling, and behavior appears in the language learning process (Horwitz et al., 1986). It shows that the learning outcomes cannot be achieved well by the students when they have speaking anxiety. The preliminary research shows that there are many second semester students feel anxious when they are speaking English in the front of public or class. Students have faced some symptoms when they feel anxious, such as; nervous, heart beating fast, confuse, getting cold, and trembling while speaking English. Those symptoms indicate anxiety when they are speaking English in front of the public or class in which the symptoms become challenge or problem in speaking English. Therefore, the types of students' anxiety and the factors that cause them are important to be investigated particularly in the second semester students of English Language Education. There are two types of anxiety argued by Spielberger (1983), namely; trait anxiety and state anxiety. Trait anxiety is described as an anxious and nervous feeling appears in every situation in which it is a person's innate nature. The people who have trait anxiety will tend to perceive any situation as the threatening situation for them, and they will respond that situation through various anxious reactions (Clerrq, 1994). On another side, state anxiety is temporarily felt by an individual which means that it will be appeared in a particular situation. Besides, state anxiety also defines as the emotional reaction which produced by the bad feeling toward certain things and consciously tense up and feel afraid about that situation (Carducci, 2009).

The factors that cause speaking anxiety are divided into two categories, such as; internal and external factor that cover several dimensions. Internal factor is the anxiety factor emerges within students, such as; feeling worry while

speaking anxiety on the stage or public, feeling unconfident, and feeling shy. Meanwhile, the anxiety factors appear from the students' knowledge and environment, such as; grammar, pronunciation, vocabulary or other people judgment are categorized as external factor (Rajitha & Alamelu, 2020). Further, Tian (2019) stated there are four factors which make students feel anxious in speaking, such as the students have limited time to do the preparation before they speak, the students' language vocabulary is limited, the students feel afraid when they speak, they will get negative feedback from others and does not get attention from the audience. Additionally, the main factor which makes the students feel anxious in speaking is worried about making mistakes (Haidara, 2016)

METHOD

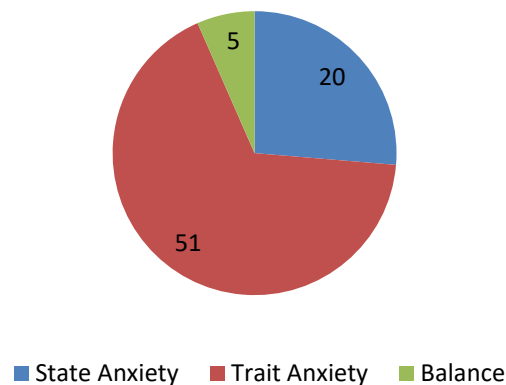
This study was conducted by using mixed-method particularly in the design of explanatory sequential mixed-method. Creswell (2014) states that explanatory sequential is one of mixed method designs used by researchers to gain the quantitative and qualitative data. There were three instruments used in the present study, namely researcher, questionnaire, and interview guide. The researcher had main role in giving and conducting interview to the research subjects. In this study, two questionnaires were used to collect the quantitative data, namely self-report and closed ended questionnaire. Then, the interview guide, in-depth interview, was used to collect qualitative data. After obtaining the data, then quantitative data were tabulated using Microsoft Excel and analyzed using SPSS 16.0. In analyzing the data, this study used percentage and four stages data analysis from Miles et al. (2014).

The setting of this study was Ganesha University of Education in which there were 235 second semester students of English Language Education used as the population of this study. It is stated that the entire number of population will become the research sample when it is less than 100, but the sample can be taken between 10 – 25 % and more when the population is more than 100 (Arikunto, 2010). Considering that statement, the researcher used 30% of the population as the sample of this study which was 70 second semester students. The researcher used simple random sampling technique for determining the sample of this study. Simple random sampling is the sampling technique which determines the sample randomly regardless of the level in a population (Sugiyono, 2013).

FINDINGS & DISCUSSION

The self-report questionnaire was used to gain the data which were about the types of anxiety felt by the second semester students in English Language Education, Undiksha. The self-report questionnaire was adapted from Spielberger (1983) which was called as State Trait Anxiety Inventory. The students' response on self-report questionnaire (STAI) explains that students in second semester at English Language Education have anxiety. In this case, speaking is such threatening situations for the students that can make the students feel anxious. It is related with Spielberger (1972) who states that anxiety appears when there is stressor or stimulus that makes the people feel worry. The result of the self-questionnaire was presented in figure 1.

Figure 1. Chart of Type Anxiety



There were 76 students who became the respondent in filling the self-report questionnaire. It was found that 51 students reached the highest score in trait anxiety, 20 students reached highest score in state anxiety, and 5 students reached balance score between state and trait anxiety. It meant that 67% of second semester students experienced trait anxiety, 26% of second semester students experienced state anxiety, and 7% of other students experienced trait and state anxiety. Beside trait anxiety, there were 26% students in the second semester experience state anxiety. It means that 26% students in the second semester would be anxious in threatening situation. When some people have state anxiety, they feel anxious only in certain situation that make them feel threatening. People will return to be normal if the threatening situation disappears. For example, is speaking English, if some people have state anxiety in speaking English, they will feel anxious only when they have to speak English, they have no problem with other situations. That is why state anxiety is said to be temporary anxiety (Speilberger, 1983).

Based on the result above, it could be seen that most of second semester students had anxious personality. They would feel anxious in every situation included in speaking activities done in the classroom or their social life. People with trait anxiety would feel anxious in any kind situations due to people's judgment toward the situation. Speaking English was one of condition that gave a different impact toward other people. People would not have a problem in speaking English when they were confident about themselves. On another side, people with trait anxiety felt anxious easily. They assumed that all the situations would give negative impact for them. The feelings of being worry and afraid would appear. There were few students in the second semester who experienced both trait and state anxiety. This kind of students felt anxious in every situation but they would feel more anxious in a particular situation. In fact, it depended on their judgment or assumption toward the situation whether there was something threatening or not that made them to feel anxious. However, the results were relevant to the definition of state and trait anxiety argued by Speilberger (1983). It is stated that Trait anxiety is an anxiety that a part of people personality that can make the person can feel anxiety in any kind of situation. However, state anxiety is an anxiety which can appear in specific situation. It could be seen that the students who experienced state and trait

anxiety at the same time could feel anxiety in every kind of situation but they also felt anxious in a certain situation, for instance; when they were speaking English. Another example could be seen through three different situations, such as; speech, role play, and storytelling.

The state anxiety appeared when they had to tell a story. Meanwhile the students who experienced both state and trait anxiety would be caused by speech and role play in which they would assess whether it was a threatening situation or not. Therefore, it could be said that the second semester students at English Language Education faced state and trait anxiety. Further, this study also supported by the previous research from Indrianty (2016) who state that trait and state anxiety are the types of anxiety experienced by the students in speaking English in One Hotel and Tourism College Bandung.

Based on the result of closed-ended questionnaire, the main internal factor which caused speaking anxiety in second semester is "feel anxious while speak in front of class", because there were 30 students from 76 students who chose it as the factors caused their speaking anxiety. It meant that "feel anxious while speak in front of class" was an internal factor that caused 39% of students in second semester experienced speaking anxiety, then followed by "feel worry while speak in front of people" with 26 students, "feel not confident while speaking" with 24 students and "feel shy while speaking" with 23 students. It is relevant with the previous research from Rajitha and Alamelu (2020) who said that, the internal factors cause speaking anxiety were state fear, feeling shy and also not confident. In addition, this result of the study also relates with Akkakoson (2016) who stated that self-confidence is one of factor causes speaking anxiety. In addition, the findings showed that there were several factors caused speaking anxiety experienced by second semester students at English Language Education in which they were categorized as internal and external factors. The researcher analyzed the total number of students who chose agree (4) and strongly agree (5) in each item to determine which internal and external factors caused speaking anxiety in second semester students. When the students chose agree and strongly agree in each item, the students confirmed that those items (factors) were the trigger of their speaking anxiety. Meanwhile, the students who chose strongly disagree (1) and disagree (2) meaning that the students were not affected by the factors and the students who chose neutral (3) meaning that they could not determine if they were affected by the factor or not.

It was also found the main external factor that caused speaking anxiety of the second semester students which was "confusion in ordering words". This kind of factors was chosen by 41 students that can be calculated that 54% second semester students experienced speaking anxiety caused by "confusion in ordering words". There were 38 students who chose cannot give a spontaneous response". It was followed by 37 students who chose afraid in grammar mistakes", "not good in grammar and lack of vocabularies" with 35 students, "do not know how to express the thought well" with 34 students, "not fluent in speaking" with 32 students, "afraid in pronunciation mistakes" with 31 students, "lack of knowledge in speaking" with 30 students, "fear in negative feedback" with 26 students and "do not know how to pronounce the words well" with 24 students. This result was relevant to the previous study conducted by Rajitha and Alamelu (2020) who found that language factors, grammar factors, pronunciation factors and peer factor were the external factors influenced

speaking anxiety and also the study conducted by Sadighi and Dastpak (2017) who found that limited vocabulary is such a main factor that makes students feel anxious in speaking.

In-depth interview was conducted to strengthen the result of close-ended questionnaire in which the researcher simplified the internal and external factors caused speaking anxiety into several parts. The internal factors that caused speaking anxiety were stage fear, lack of confidence and feeling shy. The external factors were language factors, grammar factors, pronunciation factors and peer factors. During the interview session, it was also found the new internal factor caused speaking anxiety, namely; "compering self to other". There was a student who said that she felt anxious when she saw other people were better than her, particularly when she did her homework which was making a video using English. It was a new internal factor caused speaking anxiety recently found in this study. In conclusion, there were 5 internal and 11 external factors caused students' speaking anxiety in second semester at English Language Education.

CONCLUSIONS

This study showed that the types of anxiety experienced in second semester students were state and trait anxiety, but around 67%, the students experienced trait anxiety which meant the anxiety experienced by the students is a part of their personality. Meanwhile, the rest of students experienced state anxiety (23%) and had balance score of trait and state anxiety (7%). Furthermore, for the factors caused speaking anxiety, this study showed there were 16 factors caused speaking anxiety, which 5 factors came from internal of students and 11 factors came from external of students. The main internal factors caused speaking anxiety was "feel anxious while speak in front of class" and the main external factor caused speaking anxiety was "confuse in ordering words"

REFERENCES

- Aboe, R. M. (2016). Enhancing the students speaking interest through news reporting technique. *Asian EFL Journal*, 20(7), 153–161.
- Akkakoson, S. (2016). Speaking Anxiety in English Conversation Classroom among Thai Students. *Malaysian Journal of Learning and Instruction*, 13, 63–82.
- Arikunto, S. (2010). *Prosedur Penelitian Suatu Pendekatan Praktik*. Rineka Cipta.
- Asysyfa, A., Handyani, A. M., & Rizkiani, S. (2019). Students' Speaking Anxiety in EFL Classroom. *PROJECT (Professional Journal of English Education)*, 2(4), 581–587. <https://doi.org/10.22460/project.v2i4.p581-587>
- Carducci, B. J. (2009). *The psychology of personality: Viewpoints, research, and applications* (Ed (ed.); 2nd ed.). Wiley-Blackwell.
- Clerrq, L. De. (1994). *Tingkah Laku Abnormal dari sudut Pandang Perkembangan*. Grasindo.
- Creswell, J. W. (2014). *Research Design Qualitative, Quantitative and Mixed Methods Approaches* (4th Editio). SAGE Publication, Inc.
- Haidara, Y. (2016). Psychological Factor Affecting English Speaking

- Performance for the English Learners in Indonesia. *Universal Journal of Educational Research*, 4(7), 1501–1505.
<https://doi.org/10.13189/ujer.2016.040701>
- Harmer, J. (2001). *E Book The Practice of English Language Teaching 3rd Jeremy Harmer.pdf* (p. 384). Pearson Education Limited.
- Horwitz, E. K., Horwitz, M. B., & Cope, J. (1986). Foreign Language Classroom Anxiety. *The Modern Language Journal*, 70(2), 125–132.
<https://doi.org/10.2307/327317>
- Indrianty, S. (2016). Students' anxiety in speaking English (a case study in One Hotel and Tourism College in Bandung). *Eltin*, 4(1), 28–39. <http://e-journal.stkipsiliwangi.ac.id/index.php/eltin/article/view/337>
- Khusnia, A. N. (2017). Students' Perspectives on Speaking Anxiety in the English Foreign Language Classroom. *Journal of Education and Learning (EduLearn)*, 11(1), 83–90. <https://doi.org/10.11591/edulearn.v11i1.4301>
- Leong, L.-M., & Massoumeh Ahmadi, S. (2017). An Analysis of Factors Influencing Learners' English Speaking Skill. *Ijreeonline.Com*, 34–41. http://ijreeonline.com/files/site1/user_files_68bcd6/sma1357-A-10-26-1-fefa0eb.pdf
- McCroskey, J. C. (1982). *Oral communication apprehension: A reconceptualization*.
- Miles, M., Huberman, M., & Saldaña, J. (2014). *Qualitative Data Analysis: A Methods Sourcebook* (3th Editio). SAGE Publication, Inc.
- Rajitha, K., & Alamelu, C. (2020). A study of factors affecting and causing speaking anxiety. *Procedia Computer Science*, 172(2019), 1053–1058.
<https://doi.org/10.1016/j.procs.2020.05.154>
- Sadighi, F., & Dastpak, M. (2017). The Sources of Foreign Language Speaking Anxiety of Iranian English Language Learners. *International Journal of Education and Literacy Studies*, 5(4), 111–115.
<https://doi.org/10.7575/aiac.ijels.v.5n.4p.111>
- Sikandar, A. (2017). Journal of Education and Educational Development. *Journal of Education and Educational Development*, 4(1), 32–47.
- Speilberger, C. . (1983). *Manual for the state-trait inventory (from Y)*. Consulting Psychologists Press.
- Spielberger, C. D. (1972). Anxiety: Current trends in theory and research on anxiety. In *Anxiety*. Academic Press, INC. <https://doi.org/10.1016/b978-0-12-657401-2.50008-3>
- Srinivas, P. R. (2019). The Importance of Speaking Skills in English Classrooms. *Alford Council of International English & Literature Journal(ACIELJ)*, Vol 2(Issue 2), 18. www.acielj.com
- Sugiyono. (2013). *Metodelogi Penelitian Kuantitatif, Kualitatif dan R&D*. Alfabeta.
- Sutarsyah, C. (2017). An Analysis of Student's Speaking Anxiety and its Effect on Speaking Performance. *IJELTAL (Indonesian Journal of English Language Teaching and Applied Linguistics)*, 1(2), 143–152.
<https://doi.org/10.21093/ijeltal.v1i2.14>
- Tian, C. (2019). Anxiety in Classroom English Presentations: A Case Study in Korean Tertiary Educational Context. *Higher Education Studies*, 9(1), 132–143. <https://doi.org/10.5539/hes.v9n1p132>
- Wiedemann, K. (2015). Anxiety and anxiety disorders. In *International Encyclopedia of the Social & Behavioral Sciences: Second Edition* (Second

Edi, Vol. 1, Issue 1929). Elsevier. <https://doi.org/10.1016/B978-0-08-097086-8.27006-2>