

INVESTIGATING SPEAKING ANXIETY AMONG EFL STUDENTS IN BANYUWANGI

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Abstract

Rayuni, Bertha. 2020. *Investigating Speaking Anxiety Among EFL Students In Banyuwangi.*. Thesis, English Education Program, Faculty of Teacher Training and Education of Universitas Muhammadiyah Jember. Advisor: (1) Indah Werdiningsih, M.Pd (2) Taufik Hidayat, S.Pd, M.TESOL

Keyword: *Speaking, Anxiety, English Foreign Language.*

This thesis is study about an investigating of student's speaking anxiety in several high schools at Banyuwangi. Most of the students experience anxiety when they speaking. The purpose of this study was to investigate the causes of student's anxiety in speak English for the eleventh-grade of several high schools in Banyuwangi.

Data were collected by giving questionnaires to several students randomly and also conducting interviews to further strengthen the data to be collected. Questionnaire data were analyzed by doing calculations, then from the results of these calculations can be a known percentage of anxiety levels from the highest, medium, and lowest. Then, the data interviewed is transcribed, where each participant's information is explained. There are three themes related to the causes of students' anxiety to speak English inside and outside the classroom such as communication apprehension, test anxiety, and fear of negative evaluation.

The result show that among these three anxieties, communication apprehension is reported in the highest level, test anxiety is the second one and fear of negative evaluation is lower than the former two.

Introduction

To be able to communicate with people around the world, English speaking skill is considered to be an important skill. Students should have a good command of communication skills in English so as to prepare their future careers and lives. English in Indonesia is considered to be a foreign language. Most of time, students could only develop their speaking

ability in an EFL classroom, but they usually don't use this chance to enhance their speaking ability. This phenomenon happens because of many factors and anxiety is one of the most influencing factors. As suggested by Horwitz et al. (1986) teacher and students feel strongly that anxiety is the main factor of obstacle to speak another language. They also noted that counselors in LSC, (Learning Skills Center) in United States of America found that anxiety centers on two basic tasks; speaking and listening.

Speaking is a multifaceted construct. Thornbury and Slade (2006) point out that this complexity derives from speaking being so ubiquitous in our daily language usage. In other words, speaking is so intertwined with daily interactions that it is difficult to define. In addition, various fields of study—linguistics, psychology, anthropology, and sociology—have informed speaking. MacIntyre and Gardner (1991) stated, “Empirical research shows that anxious foreign language students are less willing to participate in learning activities and have lower performance than non-anxious students.”

So it means that anxious students tend to be passive in learning foreign languages. This is because anxiety triggers tendencies such as shyness, pessimist, insecurity, stammer, nervousness, and some negative prejudices from themselves which make it more difficult for them to learn and speak foreign languages.

The purpose of the research is mainly aimed at knowing the causes of speaking anxiety experienced by students in senior high schools in Banyuwangi. This study is expected to give more contribution in student's ability in speaking skill. The information could help educators or teachers to understand more about the different levels of anxiety experienced by students when they speak using English.

Method

This research was conducted by using a descriptive qualitative design with a case study approach to investigate the causes of the student's anxiety to speaking English. In this

study, to discover the causes of student's anxiety to speak English, the researcher used the following instrument: (1) Questionnaire, and (2) Interview. For the analysis of speaking anxiety, the researcher gave the questionnaire which contains two types, the first type is the essay and there are seven questions to be answered by students according to their conditions, then the second is the statement that uses the Likert Scale to select several statements in the questionnaire that have been presented. There are 15 statements that must be filled out by 20 students based on the SA scale (Strongly Agree) with a score of "4" A (Agree) with a score of "3", D (Disagree) with a score of "2", SD (Strongly Disagree) with a score of "1". Data from the questionnaire were analyzed statistically. For the interview data, there are 4 themes related to the causes of students' anxiety to speak English inside and outside the classroom.

Result and Discussion

Based on the findings obtained by researchers, the highest level of anxiety produced is in their fear of communication. This can be known from the results of calculations by researcher. Students with high levels of communication apprehension appear to be disadvantaged from the beginning because basic vocabulary learning and production are impaired. The next one is about test anxiety, this is a situation where students experience great language anxiety in a very evaluative situation. The last one is fear of negative evaluation, here it is found that this situation often makes them feel down, because those who feel they are less capable will be dominated by all negative thoughts by themselves and this more or less makes them down.

From the fifteen statements above, several statements have been divided, each of which enters into 3 types of causes of anxiety such as Communication Apprehension, Test Anxiety, and Fear of Negative Evaluation. Here is the table:

Table 1. Communication Apprehension

No.	Statement	SA	A	D	SD
1.	I never felt confident in myself when I spoke English in class.	2	11	7	0
2.	I started to panic when I had to speak English in class without	4	12	4	0

	preparation.								
5.	I am not good at English vocabulary.	5	2%	12	4%	3	1%	0	0%
10.	I feel ashamed to answer when there are questions from the teacher.	0	0%	17	6%	3	1%	0	0%
11.	I feel confident when I speak English in front of my classmates.	1	0%	7	2%	12	4%	0	0%
8.	Sometimes I do not understand the purpose of the topic to be worked on.	1	0%	18	6%	1	0%		
	Percentage		4%		26%		10%		0%

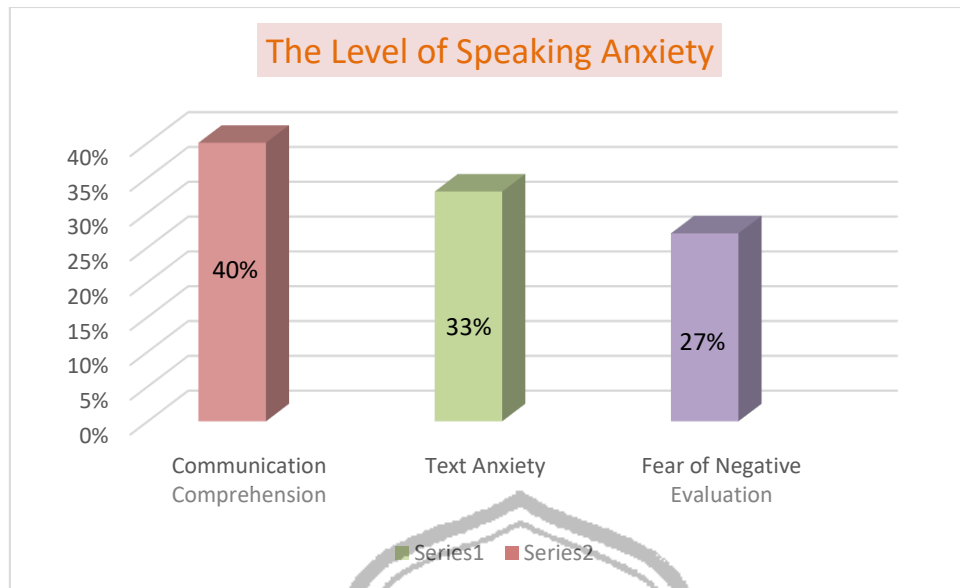
Table 2. Test Anxiety

No.	Statement	SA		A		D		SD	
3.	I never felt confident in myself when I spoke English in class.	2	1%	15	5%	3	1%	0	0%
4.	I started to panic when I had to speak English in class without preparation.	3	1%	12	4%	4	1%	1	0%
6.	The more I study for a language test, the more confused I get.	11	4%	6	2%	3	1%	0	0%
7.	I feel unable to find the right words to express ideas.	6	2%	12	4%	2	1%	0	0%
14.	I feel confident when I speak English with my teacher.	0	0%	7	2%	12	4%	1	0%
	Percentage		7%		17%		8%		1%

**Table 4.18
Fear of Negative Evaluation**

No.	Statement	SA		A		D		SD	
9.	I think that there are other students better than me in English.	8	3%	12	4%	0	0%	0	0%
12.	I am afraid other students laugh at me when I speak English in class.	0	0%	9	3%	12	4%	0	0%
13.	I am afraid of getting negative responses from my friends when speaking English in class.	0	0%	10	3%	10	3%	0	0%
15.	I become nervous when the teacher asks questions that I have not yet prepared the answers to.	0	0%	14	5%	6	2%	0	0%
	Percentage		3%		15%		9%		0%

Diagram 1. The Total Percentage Level of Speaking Anxiety



Clearly, among these three anxieties, communication apprehension is reported in the highest level, test anxiety is the second one and fear of negative evaluation is lower than the former two. These findings indicate that communication apprehension provokes the highest anxiety for the subjects of English.

Conclusion

Based on the problem of the research is the causes of speaking anxiety at eleventh grade students in high school. So, the researcher looked for students in several high schools in Banyuwangi randomly and there were twenty students from nine schools that the researcher found.

Then the researcher shared the questionnaire and do an interview. Then the results of both instruments are percentages. And the results show that Communication Apprehension is the highest level of anxiety is 40%, the normal level is Test Anxiety 33%, and the lowest level is Fear of Negative Evaluation 27%.

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