

AN ANALYSIS ON STUDENTS' PERCEPTION TOWARD THEIR SPEAKING ANXIETY OF ENGLISH EDUCATION STUDY PROGRAM AT SRIWIJAYA UNIVERSITY

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Abstract: This study is aimed at finding out (1) the level of students' speaking anxiety at English Education Study Program at Sriwijaya University (2) factors contribute to students' speaking anxiety in EFL classroom (3) students' perception coping with their strategies when they speak in English. This study used quantitative descriptive design. There were 73 third semester students of English Education Study Program at Sriwijaya University. The data were collected by giving PSCAS (Public Speaking Class Anxiety Scale) questionnaire (Yaikhong and Usaha, 2012) and interview questions (Rafieyan, 2016). The results revealed that most of the students (52%) were in the medium level of speaking anxiety. Interview data showed that personal factors got the highest contribution to their speaking anxiety (64%) and unfamiliarity with topic got the highest percentage (95%). Meanwhile, personal strategies got the highest percentage or 50% and practicing more got the highest percentage or 95%.

Keywords: *Speaking Anxiety, Factors, Students' Strategies*

Speaking is one of the four major skills that students should master in English language learning written in the educational curriculum of Indonesia at Senior High School. As English Foreign Language (EFL) students, the students should be able to speak English in every condition. One of the key successes of students' to students' to study foreign language is when they can develop oral skill as their way to communicate with other people. "Speaking skill in English language learning is very important for learners whether as speakers; consciously or unconsciously people use their speech to create an image of themselves to others" (Luoma, 2004). In reality, even though English has been taught for at least six years in school levels in Indonesia, which in Junior High School and Senior High School level (Curriculum, 2013) and also in many elementary schools as local content subject (Curriculum, 2006), the students still have some difficulties in learning English whether it is the productive or receptive skill, especially speaking. The fact that one of the problems in Indonesia is many graduated students' cannot communicate in English well (Alwasilah, 2000). 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. Nowadays, English has transformed into a global language which became pre-requirement for many academic, career, and social needs, including in Indonesia. In Indonesia nowadays there are some application jobs that required the applicants to have the interview test with English as the language use. That's way mastering speaking skill is important for the students' nowadays. In his research, Togatorop (2009) mentions that students usually stay quite in EFL classroom because they find the difficulties to control their emotion for example; nervousness, lack of self-confidence, shyness, lack of motivation and boredom.

Related to that, on 21th of April 2017 the writer has the initiative to do the preliminary information with four second's semester students of English Education Study Program Faculty of Teacher Training and Education at Sriwijaya University. The writer tried to talk with each of the students. Some of the students said that they are scared if they have to talk in front of the class. There are some factors such as lack of pronunciation, nervous or not comfortable to speak in public, etc. Those are similar with the results that done by other researchers such as; Ramesh (2012), Togatorop (2009), Mahmoodzadeh (2012), etc. One of the students even said that he/she keeps silent during teaching and learning process because she does not know what she should speak in the class. Other student said that she feels nervous to speak in the class when other students could speak fluently than her. Those are some perception of some students about their own speaking. From that perception it could be seen that there is an anxiety that felt by the students toward their speaking in English. It is also shown that each student has different perception toward his/her speaking. There is an interesting thing from one of the students. She said that her parents keep telling her to learn English because it is important to be able to speak English for her future life. It is related to what the writer mentions above about how important speaking English to the students. Brown (2007) states that personality factor is one of

the factors that involve in students' language learning. In his book he mentions some personality factors including self-esteem, willingness to communicate, motivation, anxiety, etc.

There are so many definitions of anxiety itself. One of them is from Chiang (2012) defines anxiety as a synonym of worry, uneasiness, disquiet, disquietude and inquietude. Most of the time students in Indonesia learn English as one of the subject in the classroom with grammar and reading which have a big portion more than speaking and listening. Due to that fact the students feel speaking anxiety because they are not accustomed to speak during the English teaching and learning process in the classroom. Horwitz, Horwitz, & Cope (1986) found that made mistakes and thought as less capable could make the students afraid to speak in foreign language. This can happen because lack of students' knowledge about speaking itself. In fact that most of the students are focus on the grammar while they are having the conversation but the truth that in speaking, grammar is not the main factors that should be consider by the students. There are other factors such as vocabulary and pronunciation. Even though students speak English without good grammar but if they have a good pronunciation and enough vocabulary, the partner still can understand the meaning. The study done by Aydin (2001) in Turkish EFL found that learner personal factor was one of the four main sources of students' anxiety. In the field of linguistics EFL from recent research has showed that there are 3 types of anxiety: trait, situation-specific, and state anxiety. Young (1991) emphasizes that state anxiety is not a permanent feature, and it is a reaction that is triggered by the conditions of a particular situation. Meanwhile, trait anxiety is described as the personal feeling which naturally happens with the unique characteristic (Brain, 2002; Ellis, 2008). The differences between state and trait anxiety are; state anxiety related with health, happens for short-term and unrelated to social-status. Meanwhile, for trait anxiety are unrelated with health, happens for long duration, and usually happen for lower class individuals. Last, situation-specific anxiety is anxiety that usually happen just for specific situation for examples are interview, examination, etc. According to Horwitz et.al. (1986), situation specific anxiety is the feelings of tension, nervousness, trepidation or uneasiness that could disturb someone in performing well related with the foreign language learning. In this study, the writer will not separate the three kinds of anxiety and call it all as "anxiety". The teacher should understand more about anxiety and the strategies to overcome it. Usually, oral performance is one of the considerations in the factors of speaking anxiety which is one of the most important affective variables that influences foreign language learning (Melouah, 2013). A review of the literature reveals that there are two main focus on speaking anxiety, first when the student are not confidence in speaking situation and second when the teachers see the students' performance in the classroom (Horwitz et.al., 1986).

One of the studies that conducted by Mayangta (2013) investigated the students' speaking anxiety of Junior High School in Bandung. The result of the study showed that most of the students were at midly anxious level of anxiety with no very relaxed student. Second study conducted by Rafieyan (2016) was investigated the students' speaking anxiety of English Education in University Technology Malaysia. The result of the study showed that assessing language learners' speaking performance was the most anxiety provoking factor and creating a fun environment was the most commonly used strategy to cope with anxiety. Third study conducted by Yami (2015) was investigated Saudi ESL students learning English in Australia. The result of the study showed that they were proximity to the opposite gender inside or outside of the classroom (e.g., sitting next to or behind the other gender, or speaking with the other gender) and a feeling of not being welcomed by one's speaking partner. Based on the explanation above, the objectives of the study were to find out: (1) the level of anxiety experienced from students' perception at English Education Study Program Faculty of Teacher Training and Education at Sriwijaya University (2) how students feel about speaking English in front of the class and to acknowledge the phenomenon of speaking anxiety in EFL classroom (3) students' strategies to cope with their anxiety when they speak in English.

Method

A quantitative descriptive method was used in this study to know the level of students' speaking anxiety, factors contributes students' speaking anxiety and students' strategies to reduce their speaking anxiety of English Education Study Program Faculty of Teacher Training and Education at Sriwijaya University. The population of this study was 73 third semester students of English Education Study Program Faculty of Teacher Training and Education at Sriwijaya University. The sample was also 73 students. All of them were given the questionnaire, while only 20 students were interviewed. Purposive sampling method was applied in selecting samples to respond to the questionnaire and random sampling was applied to select samples to be interviewed.

The students were given the PSCAS (Public Speaking Class Anxiety Scale) proposed by Yaikhong and Usaha (2012) with the scale started from 1-5 from "Strongly Agree" to "Strongly Disagree" that consist of 21 items with positive and negative statements to find out the level of students' speaking anxiety. After that, the students were asked with 5 questions proposed by

Rafieyan (2016). The questions were to find the factors contributed students' speaking anxiety and strategies to reduce their speaking anxiety. Questions number 1 and 2 were related to the factors contributed students' speaking anxiety and questions number 3, 4, and 5 were related to the strategies to reduce their speaking anxiety.

To collect the data, the data from PSCAS questionnaire are analyzed with Excel 2010 version using the FLCAS, Liu and Jackson (2008) scale to categorize students' speaking anxiety level from high anxiety, medium anxiety, and low anxiety. The analyzed questionnaires were put into percentage diagram differentiating the anxiety level experienced by students. Based on the result of the analysis of the anxiety level, students answered the interview's questions to find out the source of their anxiety and their coping strategies in speaking classroom was analyzed using the table that include some factors and strategies proposed by Rafieyan (2016). Construct validity was used to check the validity and reliability of questionnaire. The results obtained that the questionnaire was appropriate to be given to the students with reliability score Cronbach Alpha .84. The result of validity of the test showed that there were 21 out of 23 items of questionnaire that were valid and appropriate to be used because have the factor loading $>.40$.

To check the level of students' speaking anxiety, positive and negative points are summed up by adding each answer point of each statement, the score of students' anxiety scale would range from 21 to 105. The higher the total score was, the more anxious the student was. After collecting the data from the pre-test and post-test, the writer used SPSS 21 to analyze the data. Meanwhile, to analyze the interview the writer used the table that proposed by Rafieyan (2016). The table consists of some categories of answers from the students. After that, the writer will calculate the percentage of each category to find out which category is more representative of the students' answer.

Findings

The Result of Questionnaire

To find out the level of students' speaking anxiety, the score of students was converted into this classification:

Table 1. Speaking Anxiety Scale

Range	Level
84 – 105	High Anxiety
62 – 83	Medium Anxiety
21 – 61	Low Anxiety

Source: Liu and Jackson (2008)

The level of students' speaking anxiety both from Indralaya and Palembang class could be seen in Diagram 2.

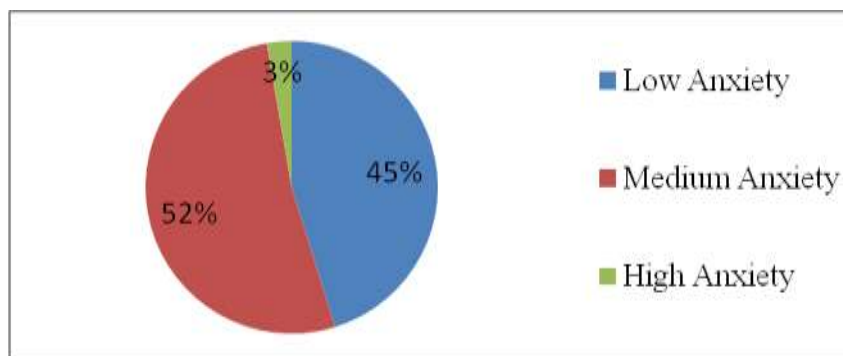


Diagram 2. Level of Students' Speaking Anxiety both from Indralaya and Palembang Class

In the diagram, it showed that among 73 students both from Indralaya and Palembang Class from English Education Study Program Faculty of Teacher Training and Education at Sriwijaya University, there are 33 students or 45% can be categorized in low anxiety, 38 students or 52% can be categorized in medium anxiety, and 2 students or 3% can be categorized in high anxiety. Surprisingly, only 2 students who categorized in high anxiety, one student has the total score was 93 and another students has the total was 85. From the diagram, it could be concluded

that most of the students' speaking anxiety were in the medium level or more than 50% students. There were some factors contributes students' speaking anxiety that included through the questionnaire items. They were communication apprehension, test anxiety, fear of negative evaluation, and comfort in using English.

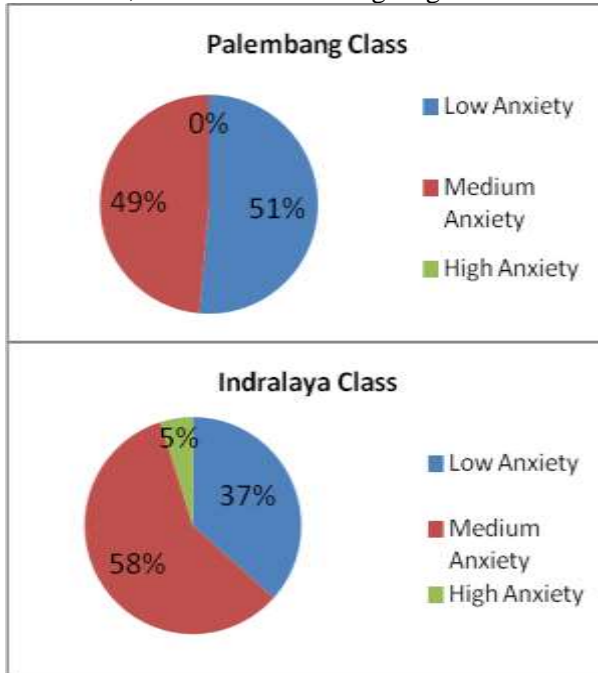


Diagram 3. Level of Students' Speaking Anxiety between Indralaya and Palembang class

In the first diagram, it showed that among 38 students from Indralaya class in English Education Study Program Faculty of Teacher Training and Education at Sriwijaya University, there are 15 students or 37% can be categorized in low anxiety, 21 students or 58% can be categorized in medium anxiety, and 2 students or 5% can be categorized in high anxiety. Meanwhile, in the second diagram it showed that among 35 students from Palembang class in English Education Study Program Faculty Teacher Training and Education at Sriwijaya University, there were 18 students or 51% can be categorized in low anxiety, 17 students or 49% can be categorized in medium anxiety, and no student or 0% can be categorized in high anxiety. From both diagrams, it could be concluded that students from Indralaya class most of them or 58% have speaking anxiety in the medium level and students from Palembang class most of them or 51% have speaking anxiety in the low level. Meanwhile, none of the students in Palembang class have speaking anxiety at the high level and only 3% students from Indralaya class that have speaking anxiety at the high level.

The Result of Interviews

Factors Contributed Students' Speaking Anxiety

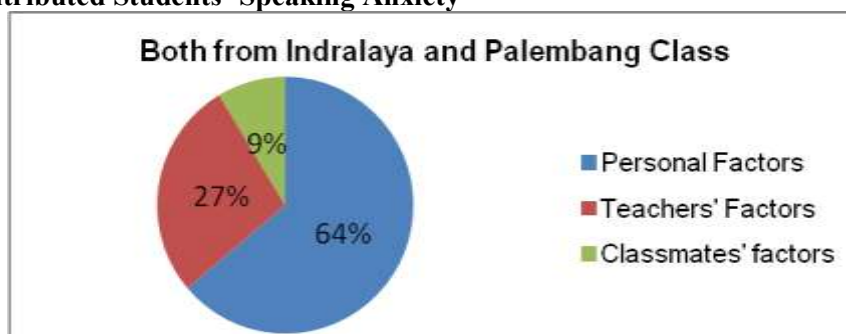


Diagram 4. Factors Contributed Students' Speaking Anxiety both from Indralaya and Palembang Class

The result of the interview in general showed that among three major factors, personal factors had the highest percentage. Among 20 students, 64% of students agreed that personal factor could influence the students' speaking anxiety. The second factor that considered as the factor that

influence students' speaking anxiety from the students' perception was teachers' factors. There were 27% of the students agreed that this factor also important after personal factors. Meanwhile, the factor that had the lowest percentage was classmates' factors. Only 9% of the students agreed that this factor could influence the students' speaking anxiety. For each of these categories, some subcategories were suggested. In personal factor there were subcategories, they were fear of making mistakes, speaking without preparation, speaking in front of class, and unfamiliarity with topic. In teachers' factors there were three subcategories, they were assessing language learners' performance, having high expectations, and being strict. For classmates' factors there was only one subcategory that suggested, it was not paying attention. Diagrams bellowed present the percentage of each category.

Personal Factors

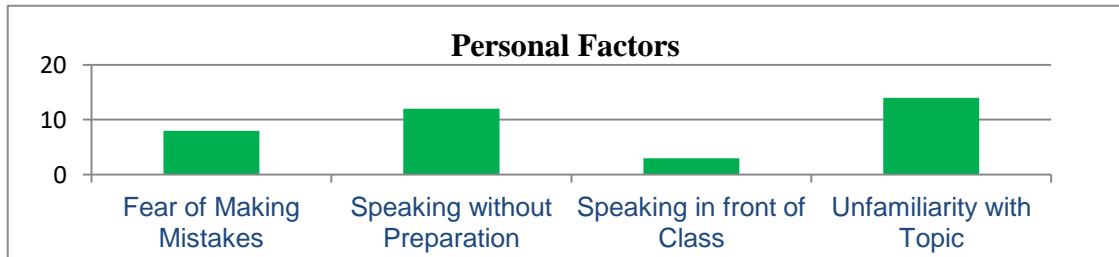


Diagram 6

In diagram for personal factors showed that there were four subcategories that suggested. First subcategory was fear of making mistakes, in this subcategory among 20 students there were 8 students or 40% agreed that they felt anxious while speaking English because they were scared of making mistakes. The second subcategory was speaking without preparation, there were 12 students or 60% of them agreed that speaking without preparation could make them felt anxious to speak English. Third subcategory was speaking in front of class, this factor only got 15% or only 3 students agreed that speaking in front of class could make them feel anxious. The last subcategory in personal factors was unfamiliarity with topic. Surprisingly, this factor got the highest percentage among others. There were 14 students or 70% of them agreed that they could feel anxious if the topic was unfamiliar to them.

Teachers' Factors and Classmates' Factors

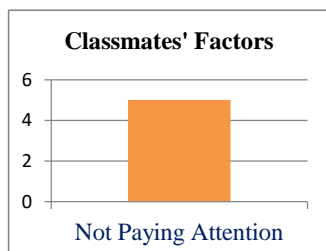
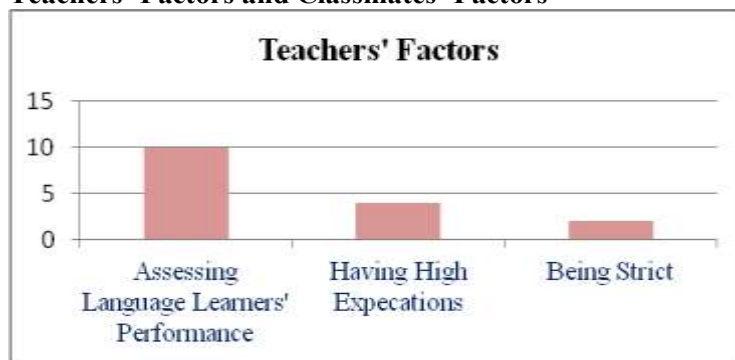


Diagram 7

In the first diagram for teachers' factors showed that there were three subcategories that suggested. First subcategory was assessing language learners' performance, in this subcategory among 20 students there were 10 students or 50% agreed that they felt anxious if the teacher assessed their performance. The second subcategory was having high expectations, there were 4 students or 20% of them agree that if the teacher expected too much it could make them felt anxious to speak English. Third subcategory was being strict, this factor only got 10% or only 2 students agreed that if the teacher was strict that could make them feel anxious. In this factor, assessing language learners' performance had the highest percentage with 50% of students chose this subcategory. In diagram for classmates factors showed that there was only one subcategory that suggested. The subcategory was not paying attention, in this subcategory among 20 students there were 5 students or 25% agreed that they felt anxious if they were speaking English and the other students were not paying attention to them. Among other major factors, classmates' factors were the factor that got lowest percentage. Meanwhile, the highest factor was personal factors with more than 50% of students chose it.

Students' Strategies to Reduce Their Speaking Anxiety

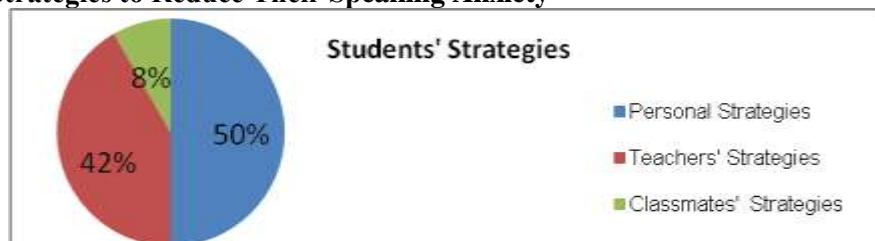


Diagram 8

Students' Strategies to Reduce Their Speaking Anxiety both from Indralaya and Palembang Class Through the interview it could be seen that personal strategies got the highest percentage or 50%. It showed that most of the students agreed if the suitable strategies to reduce their speaking anxiety came from themselves. The second strategy was teachers' strategies that got 42% and the last strategy or the strategy that got the lowest percentage was classmates' strategies that only got 8%.

Personal Strategies

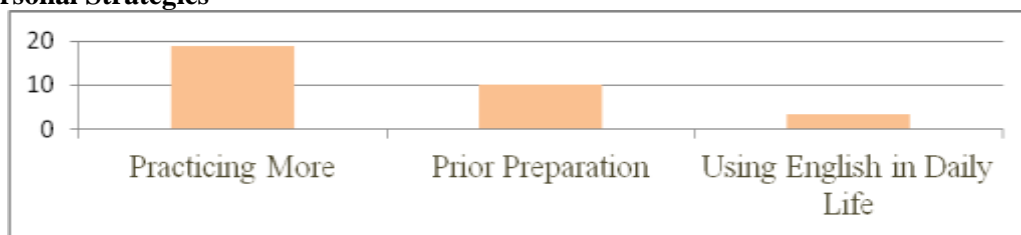


Diagram 9

In diagram for personal strategies showed that there were three subcategories that suggested. First subcategory was practicing more, in this subcategory among 20 students there were 19 students or 95% agreed that practicing more could help them in reducing their speaking anxiety. The second subcategory was prior preparation, there were 10 students or 50% of them agreed that prior preparation or made preparation before speak could help them to reduce their anxiety. Third subcategory was using English in daily life, this factor got 65% or 13 students agreed that they need to speak English in daily so they could reduce the anxiety itself.

Teachers' Strategies and Classmates' Strategies



Diagram 10

In diagram for classmates strategies showed that there was only one subcategory that suggested. The subcategory was peer's support, in this subcategory among 20 students there were 7 students or 35% of them agreed that they need the support from their classmates to help them reduce their speaking anxiety. Among other major strategies, classmates' strategies were the strategy that got lowest percentage. Meanwhile, the highest strategy was personal strategies with 50% of students chose it.

Interpretation

Based on the findings of this study, some interpretations are drawn in order to strengthen the values of the study and elaborate the answer of the research problems.

First, most of the students both from Indralaya and Palembang class English Education Study Program Faculty of Teacher Training and Education at Sriwijaya University have speaking anxiety in the medium level with 52% of them chose it. Meanwhile, 45% can be categorized at the low level of speaking anxiety and 3% of them can be categorized at the high level. If we compare Indralaya and Palembang class, there were no students in Palembang were in the high level of speaking anxiety. It can be assumed that because they were compete each other both from Indralaya and Palembang class, the results also showed that students from Palembang felt more confidence than Indralaya class so no matter topic that given by the lecturer they will not feel very anxious. There was some factors contributed students' speaking anxiety that included through the questionnaire items. There were some factors contributes students' speaking anxiety that included through the questionnaire items. They were communication apprehension, test anxiety, fear of negative evaluation, and comfort in using English. Those factors are similar with the factors that mentioned in the literature review, Horwitz, Horwitz, & Cope (1986) identified three components of foreign language classroom anxiety; communication apprehension, fear of negative evaluation, and test anxiety. Meanwhile in this study appeared one more factor, it was comfort of using English. Through the interview it could be seen that most of the students or 64% agree that personal factors were the factors that give much influences to their anxiety in speaking. A study done by Aydin (2001) in Turkish EFL also found that learner personal factor was one of the four main sources of students' anxiety. For Indralaya class there 58% of them can be categorized at the medium level meanwhile for Palembang class there was 51%. In personal factor itself, among the four subcategories, unfamiliarity with topic got the highest percentage. So, most of the students felt the anxiety in speaking English if the students were not familiar with the topic given by the teachers. Through the interviews personal strategies got 50% of them choose it, followed by teachers' strategies with 42% and classmates' strategies with 8%.

Second, among 8 subcategories from 3 major factors that contributed students' speaking anxiety through the interviews, unfamiliarity with topic got the highest percentage with 95 followed by fear of making mistakes with 40%. In the literature review mentioned that study done by Melouah (2013) showed that many students' were afraid of using a foreign language meanwhile, in this study students' are afraid of making mistakes while using foreign language. In

teachers' factors among 20 students there were 10 students or 50% agreed that they felt anxious if the teacher assessed their performance. This factor was similar with the study by Horwitz et.al (1986) mentioned that students were aware that speaking performance was being monitored. Meanwhile, for the strategies; practicing more got the highest percentage with 95% among other subcategories followed by creating fun environment with 60%. Study done by Rafieyan (2016) also found that creating a fun environment was the most commonly used strategy to cope with anxiety. It could be seen that there was the relationship between the factors and the strategies that suggested through the interviews. Most of the students agreed they could anxious if they were unfamiliar with the topic and the strategy that suggested by the students was practicing more. So, if the students got a lot of practice it could help them to reduce their anxiety to speak even though they got much variance of topics.

Third, from the result of interview among 20 students there were 7 students or 35% of them agreed that they need the support from their classmates to help them reduce their speaking anxiety. There was a relationship with the result of study done by Yami (2015), a feeling of not welcomed by one's speaking partner was one of the factors of students' anxiety. So, the relationship was the students' need their classmates' support and attention in order to help them reducing their speaking anxiety. There were some similarities between the results of this study with the previous related study that mentioned in the literature review. First was the study done by Mayangta (2013) that showed most of the students from junior high school in Bandung were at midly anxious level. Those are similar with this study, in this study most of the students were the medium level or more than 50% of them. Another study was study done by Rafieyan (2016), showed that assessing language learners' speaking performance was the most anxiety provoking factor and creating fun environment was the most commonly used strategy to cope with anxiety. In this study, assessing language learners' speaking performance also got high percentage which is 50% and creating fun environment got 60%.

Conclusions and Suggestions

The results of this study showed that most of the third semester students of English Education Study Program at Sriwijaya University (52%) were at the medium level of speaking anxiety, 45% can be categorized at the low level and only 3% at the high level of speaking anxiety. They were communication apprehension, test anxiety, fear of negative evaluation, and comfort in using English. From this study, it can be concluded that factors contributes students speaking anxiety were unfamiliarity with topic which got 70%. Meanwhile, the lowest percentage for factors was being strict that only got 10%. In students' strategies to reduce speaking anxiety, practicing more could help them to reduce their speaking anxiety which got 95%. Meanwhile, the lowest percentage was conducting group discussion which only got 15%. Those results actually similar with the previous related studies done by Mayangta (2013) and Rafieyan (2016).

Based on the conclusions above, the writer would like to give some suggestions to the lecturers, students, and further researcher. Firstly, for thelecturers, the lecturers could ask the students to use English in their daily life, encourage the students so they would like to speak English, and create fun environment to make them comfortable in the classroom. Secondly, it is better if the students do a lot more practice inside and outside classroom. So, no matter what are the topics the students still could handle and reduce their anxiety while speaking English. Finally, the writer suggests that other researchers in the future could do the research of anxiety in different skills such as writing, reading, and listening.

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