

SPEAKING ANXIETY IN EFL CLASSROOM: CATEGORIES AND FACTORS

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ABSTRACT

English is as foreign language for Indonesian students. Hence, they often find the anxiety in learning speaking. This study investigated the categories and factors of students' anxiety in English as Foreign Language (EFL) classrooms. This is a case study. It was conducted at IAIN Kudus, especially in speaking classes of the second semester students, English Education Department (EED) in the academic year of 2018/2019. For obtaining the data, the researcher used observation of the class interaction and interview. Based on the analysis, there were two results. The first, the speaking anxiety categories found in EFL classrooms are trait, state, and specific-situation anxiety. The second result showed that there are three factors that cause the students' speaking anxiety. They are cognitive, affective, and performance factors.

Keywords: *speaking anxiety, category and factor, EFL classroom, EED students.*

The purpose of language teaching in speaking class really enables students to communicate in English. Then, speaking skills must be taught and practiced in the language class. Nunan (2000) explains that the success of the teaching and learning process is measured in terms of the ability to carry out conversations in a target language. Therefore, if students do not learn to speak or do not have the opportunity to speak in language class, they may not be motivated and lose interest in learning. On the other hand, if the right activities are taught in the right way, speaking in class can be very fun, motivation to learn will be increased and English classes will be fun and dynamic place.

English as a foreign language in Indonesia, not all students use it in daily communication. This phenomenon can

influence the development of students' speaking abilities. Some Indonesian researchers have found that the ability of students to communicate in English, in terms of the productivity of their speaking skills, is still low. Students majoring in English had many mistakes when they speak. Errors that they make include pronunciation, words of stress and intonation, grammatical accuracy such as tenses, prepositions, and sentence constructs, vocabulary such as words chosen are inappropriate, fluency, frequent improvement, and interactive communication.

Similarly, students tend to make mistakes that include misuse of the speech, the composition of sentence, choice of word meanings, and voice intonation. Because English proficiency is very complex, considering the nature of what is involved in

the conversation, not all students in the English Foreign Language (EFL) speaking class have the courage to speak. Many students feel anxious in speaking classes and some tend to be quiet. Padmadewi (1998) explains that students attending speaking classes often feel anxious because of the pressure of speaking assignments that require them to be present individually and spontaneously for a limited time. On the other hand, Tutyardari in Widiati, Utami and Cahyono (2006) states that students remain silent because they lack confidence, lack knowledge about the topic. Indrianty (2016) stated that language anxiety is considered as one of problems for language learners to achieve the proficiency in a foreign language. It can be said that anxiety is one of the most negatively influential affective variables, which prevents students from succeeding in learning a foreign language. It means anxiety makes students nervous and scared and it can make their oral performance poor.

Those conditions also happen in *Institut Agama Islam Negeri Kudus* (IAIN) Kudus, especially, the second semester students of *Tadris Bahasa Inggris* (TBI) or English Education Department in Speaking for Professional Context class. They do like and enjoy the speaking class. Nevertheless, sometime they feel so anxious in the classroom. They have big willingness to practice, but there are some factors that make them feel so shy, afraid, nervous, even not comfort in the class. For that reason, this problem needs to be analyzed to make the speaking learning process can run better.

Based on the background above, the writer analyzed the students' problems in Speaking for Professional Context class by conducting the research entitled "Speaking Anxiety in EFL Classroom: Categories and Factors".

METHOD

Method used in this study is a qualitative method (qualitative research). Qualitative research method is as a research procedure that produces descriptive data in the form of written or oral words and behaviours that can be observed as expressed by (Bogdan and Taylor in Moleong, 2011). In addition, according to Hammersley (2013), qualitative research methods are ways to describe and analyze phenomena, events, social activities, beliefs, perceptions and thoughts individually or in groups (Johnson and Christensen, 2019)

This research was conducted with a descriptive analytical study approach. According to Sugiyono (in Rukajat, 2018), descriptive qualitative research is a research method based on post positivism philosophy which is usually used to examine natural objective conditions in which researchers act as key instruments. So, descriptive methods as methods that describe an objective situation or a particular event based on facts that are visible which are then accompanied by attempts to draw general conclusions based on these historical facts. It is about people attitudes, opinions, beliefs, behaviors and demographics

In qualitative research, data collection techniques are needed to obtain data in a study. Without knowing the data collection techniques, the researcher will not get the data as expected. Qualitative research, data collection is done in various settings, various sources, and various ways. From the settings side, the data is collected in natural settings. While from the source side, data is collected from various sources, namely primary sources, and secondary sources. Furthermore, when it is viewed from the side of the method or technique, more data collections are done by observation, in-depth interviews and documentation. Observation is an

important element in qualitative research. Observation in a simple concept is a process or initial activity carried out by researchers to be able to know the conditions or the reality of the research field. In contrast to the simple concept referred to, then observations such as those stated by Black and Champion (1999) are observing and hearing a person's behavior for some time, without manipulating or controlling and recording findings that allow or fulfill the requirements for use in interpreting analysis. Smitt (2018) also explained that observation is collecting data using one's senses.

Meanwhile, Bungin (2003) states that the observation method is very important in the tradition of qualitative research because through that observation, various forms of events, circumstances, and actions that are patterned from day to day in the community are recognized. Further observations as revealed by Moleong (2011) are observations used to optimize the ability of researchers in terms of motives, beliefs, attention, unconscious behavior, habits and so on. Observation is actually done by having a purpose or benefit. Sugiyono (2007) reveals that the benefits of observation are: 1) With observation in the field, researchers are able to understand the context of data in all social situations and to get a holistic view; 2) With observation, direct experience will be obtained, so it allows researchers to use an inductive approach, so it is not influenced by previous concepts or views. An inductive approach opens up the possibility of making discoveries; 3) By observation, researchers can see some things that are not observed by others; 4) With observation, researchers can find things that were not supposed to be revealed by the respondents in the interview because they are sensitive or want to be covered; 5) By observation, researchers can find things outside the perceptions of

respondents, so that researchers get more comprehensive description; 6) Through field observations, researchers do not only collect more data but also get personal impressions and feel the social situation they are learning.

FINDINGS

English as a Second Language (ESL) is the use or learning of English by speakers with different mother tongues. ESL can be called as EFL (English as a Foreign Language). If a country uses EFL, then English language lessons that refer to the local language culture of the language user. It is based on their respective backgrounds, such as in America. Every user of English is free to communicate to express his thoughts and feelings in English according to their respective cultures. For example, someone who has an Indian mother tongue is free to use his English with his Indian accent.

Indonesian learners want to be able to speak English fluently because English is communication means in international scope. Nowadays, many transaction and communication are done using English language. It is as a key to understand the other people communication, especially from other countries. Moreover, so many applications in the internet and social media also served in English. For that reason, mastering English seems a must for all people in the world.

Various ways done by students to be able to master English, especially speaking. Although so many ways done to improve their speaking ability, they sometimes feel so anxious in the classroom. One personal factor, which greatly correlates with anxiety, is self-confidence. Confidence involves the performance of students. Self-confidence can also be affected negatively when students consider themselves to be less and limited in the target language. According to Horwitz

and King (2011), anxiety as "unusual and extraordinary fear and it is often characterized by physiological signs (such as sweat, tension, and increased pulse), doubts about the reality and nature of threats, and self-doubt about one's ability to overcome it".

Speaking a foreign language in public or in class, especially in front of native speakers, often causes anxiety. Sometimes, extreme anxiety happens when EFL students become bound or lose words in unexpected situations. Language anxiety is a problem in learning foreign languages. According to Ellis (1994), anxiety is divided into three types. They are trait anxiety, state anxiety and situation-specific anxiety.

- a. Trait anxiety is as a more permanent predisposition that can be anxious in any situation. It can be said that it is an aspect of personality or character.

Based on the research, the students of second semester students who joined in Speaking on Professional Context class that are not confident, they tend to be nervous and feel so worry, even so afraid when they speak in front of their friends, especially if they are asked to speak in front of the classroom. Some of the students said that they often so worry and nervous in any situation or class. Although they practice several times, they are still nervous because they stated that such condition is like habit. So, not only in Speaking on Professional Context class but also in other classes. It is a big struggle for them to release the fear or worry.

- b. State anxiety is as apprehension that is experience at the particular moment in time as a response to a definite situation. It is a combination of trait and situation-specific anxiety.

It could be happened when the students were asked by the lecturers to speak automatically or just give time to prepare along some minutes. Meanwhile, they did not have preparation previously yet. For example, when they must took paper written a problem. Then, they were asked to have conversation about asking and giving suggestion or advice.

- c. Specific-situation anxiety refers to the persistent and multi-faceted nature of some anxieties. In this category, the students are anxious in a particular time and situation. Situation specific anxiety is like when they had test/examination.

When they had mid test for having roleplay, they tend to be relax although they felt so nervous because there were some friends that colaborated with him/her in the performance or dialogue. Nevertheless, they were so nervous and so difficult to solve when they must perform individually or in monologue.

Language learning in an ineffective affective state will have a filter or mental barrier. Anxiety causes an affective filter which will prevent students from receiving input, and then their language acquisition will be failed to make progress. Richards and Rodgers (in Zhou and Niu, 2015) further indicate that the anxiety gained in the language development process has a high affective filter which prevents language acquisition. Thus, affective variables play an important role in language acquisition.

Anxiety speaking in a foreign language can be caused by various factors. First of all, students can feel anxious when

they are expected to be able to communicate with others. These reasons can be psychological factors (emotions, self-esteem, anxiety, attitude, fear, and motivation), instructional factors (classroom procedures applied and lecturer-student relations) and situational settings (such as speaking in front of the class). Woodrow (2006) explains that foreign language anxiety is a problem in language learning and has a negative effect in speaking English for some students. Second, students can feel anxious when their speaking abilities are evaluated. One reason is perfectionism because students often have unrealistic demands on themselves and feel that the less test result is a failure. Another important reason is that students are afraid of being evaluated badly by their peers.

According to Cubukcu (2007), fear of negative evaluation is a common factor in language learning. However, it is natural feeling, classmates or peers who are still contributing factors to students' speaking anxiety in their learning process. In connection with the previous description of anxiety speaking foreign languages. There are three types of related anxiety: communication concerns, anxiety tests and fear of negative evaluation. First, communication concerns are fears experienced by individuals in oral communication. In foreign language classes, students who are worried do not want to speak in front of others and they tend to wait until the end of the lecture to ask questions, not raise their hands, and hope someone else asks the question. Furthermore, this anxiety refers to the type of performance anxiety that comes from fear of failure. Anxious and anxious students often submit unrealistic demands on themselves and feel that something less than a perfect test result is a failure. Thus, they may become too worried and start thinking that they will never be able

to say a word correctly or give a good presentation. Finally, fear of negative evaluation is defined as a concern for other people's evaluations, avoidance of evaluative situations, and hopes that others will judge one negatively.

In foreign language classes, students with a fear of negative evaluations tend to sit passively in class, withdrawing from classroom activities that otherwise can improve their language skills to avoid anxiety situations. The study of speaking anxiety has been conducted abroad which reports on the different effects of anxiety on the second language or foreign language and its implementation. Aida (1994) examined the relationship of foreign language anxiety and student achievement in learning non-native languages. Based on the findings, speaking anxiety can be generated by a lack of student learning and learning skills and can be caused by poor student performance in the past. Furthermore, Amiri and Ghonsooly (2015) said that anxiety is considered as one of the factors that affect the students' achievement, including levels of communicative anxiety, fear of negative evaluation, test anxiety, and anxiety of English class or classroom.

Finally, Marwan (2007) examines anxiety factors in the Indonesian context; the level of English students shows that upper secondary students assume that lack of preparation is a major contributor to their foreign language anxiety (Foreign Language). It also shows that lower secondary students feel less confident in their FL learning than high school students. Meanwhile, upper middle class students, regardless of their confidence in their learning, are more afraid of failing in class than lower middle level students. Thus, they also consider it one of the factors that make them feel anxious in their FL class.

DISCUSSION

After analyzing the result of research conducted in IAIN Kudus, especially the students of Tadris Bahasa Inggris (TBI) or English Education Department, the writer can conclude that there are two results. The speaking anxiety categories found in EFL classroom or speaking on professional context are trait, state, and specific-situation anxiety. And, factors that cause the speaking anxiety are cognitive, affective, and performance factors. The cognitive factors were familiarity with the topic, familiarity with the genre, familiarity with interlocutors and processing demand. The affective factors were feeling towards the topic and/or the participants *and* self-consciousness. And, performance factors were mode, degree of collaboration, discourse control, planning and rehearsal time, time pressure, environmental conditions.

CONCLUSION

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