THE CAUSE FACTORS OF SPEAKING ANXIETY IN EFL CLASSROOM

Widya Adhariyanty Rahayu
Sekolah Tinggi Manajemen Informatika dan Komputer (STMIK), Asia Malang
email: widyariyanty@gmail.com

Abstract
This research investigated about the factors and situation causes the students' anxiety in speaking English as a Foreign Language (EFL) classroom. The data collected by quantitative and qualitative method. The quantitative data were collected by questionnaire through FLCAS. The FLCAS consist of 5 point Likert scale. The data analyzed through Statistical Package for Social Sciences (SPSS) 20.0. Qualitative method was chosen through face to face interview to get in depth data or information about students' speaking anxiety. The quantitative data presented the highest reason of the students speaking anxiety is the students' nervous and feel un-confidence in speaking English. The qualitative data showed several factors and situations that create trigger and anxiety of students speaking such pronouncing the words, speak in front of class, speaking without preparation, and confused to create sentences.
Keywords: Speaking Anxiety, English as a Foreign Language

1. INTRODUCTION

English as a Foreign Language has important role in a global communication. In teaching and learning process, not only technology but also motivation of the students will influence the learning process. The students have to be brave and confident to express language competence and participate in learning activity. The students' psychology and emotion will influence the impact on learning. Brown stated that emotions affect learning in the most fundamental way because they are the foundation of the learning strategies and techniques (1991: 73). Anxiety is one of psychological phenomenon which is influence the activity of the students in classroom activity. If the students feel confident in the learning process, the transferring knowledge will be easy.

In the students' performance, speaking activities in the English as a Foreign Language classroom will provoke the anxious of the students' performance. Whereas, the students will build interaction and relation through speak each other. This activity has important roles in the English learning process because it will develop students' ability in speaking English.

2. THEORETICAL BACKGROUND
2.1 SPEAKING

Speaking is a productive one among four language skills. In today's language classrooms, students try to improve this productive skill in many ways. (Gurbuz, 2014:3). Gurbuz also stated that speaking activities requiring in front of class and on spot performance produce the most anxiety from the students' perspective and learners experience more anxiety over speaking than other language skills.

In this era the students have to improve their skills actually in speaking skill. Speaking skill become the highest trigger for the students' anxiety because through speaking the students are directly to express their self in many situations. Speaking is the skill that the students have to master for communicating each other.

Burn and Joyce (1999:3) noted that as we begin to speak we also learn that speaking enables us to participate in social situations and interact with other

people; when we are speaking we are carrying out all forms of social functions and we are using the language which is relevant with our cultural and social life. Burns and Joyce (1999:13) also stated that spoken language is used to the most familiar form of language that is used in order to build relation.

Ur (1996: 120-121) argued that the speaking skill is the most important one since foreign language learners are most of all interested in becoming actual speakers of a language. Speaking activities in the classroom are an important part of teaching English since they help students to develop their language and fluency when talking. Ur also argued that the speaking skill is the most important one since foreign language learners are most of all interested in becoming actual speakers of a language. Therefore, activities that develop learners' speaking skills are an important part of a language course.

2.2 SPEAKING ANXIETY

Dornyei (1994:273), motivation is one of the main determinants of second or foreign language (L2) learning achievement and accordingly, the last three decades have seen a considerable amount of research that investigates the nature and role of motivation in the L2 learning process. So that is why the motivation is the key of success factor in foreign language learning process. Dorney (1994:280) also noted motivation belongs to the Language and Learner Level such as include a sociocultural component in the L2 syllabus, develop learners' cross-cultural awareness systematically, promote student contact with L2 speakers, develop learners' instrumental motivation. Then, learner level such as develop students' self confidence, promote the students' self efficacy with regard to achieving learning goals,

promote favourable self-perceptions of competence in L2, decrease student anxiety, promote motivation-enhancing attributions, and encourage students to set attainable subgoals. Through language and learner level, there are a lot of students still feel anxiety in language learning process.

Mustaffa (2014:18) stated that the phenomenon of anxiety has been widely acknowledged as one of the most important psychological phenomena that is experienced in many social or learning context and relates to fear, unpleasant, and worries. Mustafa carried study about exploring the factors of classroom anxiety in the context of EFL Arab students. There are five factors were found in that research, test anxiety, fear of failing the course, instructor learner interaction, vocabulary, negative evaluation, and self-confidence.

Lightbown and Spada (2003, 60-61) claimed however that one should distinguish temporary anxiety or tension from anxiety that interferes with a student´s learning process. Anxiety that interferes with the learning process affects most speaking activities and is not simply related to specific situations such as oral presentations in front of the whole class.

3. METHODOLOGY
3.1 DESIGN

This research focus on speaking anxiety in English as a Foreign Language (EFL) classroom at STIE Asia Malang. In this research, the data collected both qualitative and quantitative method. Qualitative method was chosen through face to face interview to get in depth data or information about students' speaking anxiety. Then, the quantitative data were collected by questionnaire through FLCAS. The quantitative data analyzed

through Statistical Package for Social Sciences (SPSS) 20.0.

3.2 PARTICIPANTS

The participants of the research included 30 students, 15 female and 15 male. Their ages ranged between 18 and 20 years old, and they were in the first year at STIE Asia Malang. They were all learning English at the first and second semester because the English as a basic subject at this university.

3.3 DATA COLLECTION
3.3.1 FOREIGN LANGUAGE SPEAKING ANXIETY QUESTIONNAIRE

Foreign language speaking anxiety questionnaire was adopted from 33 items of FLCAS by Horwitz et al. (1986). This questionnaire selected 12 items from 33 items. These 12 items selected because directly related to foreign language anxiety. The FLCAS consist of 5 point Likert scale answer from "Strongly Agree to Strongly Disagree". The students required to choose one answer for each item. The higher score means the high level of anxiety, on the contrary the lower score means the lower level of anxiety. Each answer in Likert scale have positive gradation until negative gradation, this scale represented by the score 5 until 1. In another word, 5 means Strongly Agree, 4 means Agree, 3 means Neither Agree Nor Disagree, 2 means Disagree, and 1 means Strongly Disagree.

3.3.2 INTERVIEW

The interview technique was chosen through face to face interview to get in depth data about speaking anxiety in EFL classroom at STIE Asia Malang. The participant of the interview is 6 students of STIE Asia Malang. The interview question consist of open ended questions. This questions gave chance to the students to express themselves in order to get more information about speaking anxiety.

3.4 DATA ANALYSIS

In the quantitative method, FLCAS consisted 5 Likert scale. The quantitative data were collected and Statistical Package for Social Sciences (SPSS) 20.0 was used to analyze the data.

The qualitative method were concentrated through face to face interview with 6 students of STIE Asia Malang. The interview questions and answered were transcribed and translated by the researcher.

4. FINDINGS AND DISCUSSION
4.1 THE FINDING OF EFL SPEAKING ANXIETY

The research question of the study is adopted from FLCAS by Horwitz et al. (1986). It consisted 5 Likert scale, this scale represented by the score 5 until 1. In another word, 5 means Strongly Agree, 4 means Agree, 3 means Neither Agree Nor Disagree, 2 means Disagree, and 1 means Strongly Disagree. The total score ranged from 27 to 62. The mean score of the data was computed by descriptive statistics. The statistical result presented the mean score is 46, 77 for students' speaking anxiety.

The research questions of FLCAS has correlation each other. It is 12 questions that adopted by 33 questions from Horwitz et al. (1986). The result showed significant or correlation each other. Table of correlation speaking anxiety of the students.

Table 1. FLCAS statements for Speaking Anxiety

Statements	Percenta-ges
1. The students never feel quite sure of their self when speaking English.	72
2. The students tremble when they going to be called on in language class.	59
3. The students can get so nervous when forget things that they know.	43
4. The students embarrass to be volunteer answer.	41
5. The students feel heart pounding when they going to be called on in language class.	53
6. The students always feel that the other students speak the foreign language better than them.	39
7. The students get nervous and confused when they are speaking.	78
8. The students get nervous when they don't understand every word the language teacher says.	48
9. The students feel overwhelmed by the number of rules they have to learn to speak a foreign language.	36
10. The students are afraid that the other students will laugh at me when they speak the foreign language.	44
11. The students get nervous when the language teacher asks questions which they haven't prepared in advance.	50
12. It frightens the students when they don't understand what the teacher is saying in the foreign language.	47

Based on the table showed that the highest reason of the students speaking anxiety is the students get nervous and confused when they are speaking. The other reason is the students never feel quite sure of their self. They feel un-confidence in speaking English. It can be concluded that the highest reason of the students speaking anxiety is self-confidence.

4.2 STUDENTS' FACTOR OF EFL SPEAKING ANXIETY

The first question interviewed the students' anxiety of speaking English. The students were interviewed whether they feel anxious or not when they are speaking English in front of classroom.

The four students stated that, "I feel anxious when I speak English in front of classroom without good

preparation. I want to try speaking English but when I want speaking my hearth feel so beat".

The other two students said that, "I always feel anxious and so nervous when come forward to speak English because I am afraid if I make a lot of mistakes.

The statement of students showed that the speaking English in front of class become a trigger of the students' confidence. The students feel anxious because they are afraid if they make a lot of mistakes. Through speaking anxiety, the students are able to create a low self-confidence.

The second question interviewed the students about the factors and situations create trigger and anxiety. Several students said some situations cause the trigger and anxiety. The students were reported the situations are pronouncing the words, speak in front of class because the students feel that their English is not fluency for speaking, speaking without preparation because some of the students do not have much collection of the words or English vocabulary, and confused to create sentences.

Table 2. The factors and situations create trigger and anxiety of speaking English

Statements	Frequency
When I pronounce the words.	6
When I speak in front of class because I feel that my English is not fluency for speaking.	4
When I speak without preparation because I do not have much collection of the words or English vocabulary.	6
When I have to create sentences. I feel so confused.	3

5. CONCLUSIONS

Speaking activities in the English Foreign Language classroom will provoke the anxious of the students' performance. For interaction each other, the students need good communication and good speaking to express their self. This research examined the students speaking anxiety in English foreign language. The aimed of this research is to identify the factor and situation causes and provoke anxiety in the students' speaking.

The research presented the highest reason of the students speaking anxiety is the students get nervous and confused when they are speaking. The other reason is the students never feel quite sure of their self. They feel un-confidence in speaking English. It means that the students speaking anxiety appear because of low self-confidence.

The other reasons showed that speaking English in front of class become a trigger of the students' confidence. The students feel anxious because they are afraid if they make a

lot of mistakes. There are several factors and situations that create trigger and anxiety of students speaking. They feel anxious when they are pronouncing the words, speak in front of class because the students feel that their English is not fluency for speaking, speaking without preparation because some of the students do not have much collection of the words or English vocabulary, and confused to create sentences.

The conclusion deliver the teacher to find a way of behaving anxiety of the students. The teacher should have to give a time for the students to well preparing the English speaking before they perform in front of the class. Beside that the teacher also build motivation and confidence of the students. Through this research, the teacher may build the comfortable English speaking atmosphere.

6. REFERENCES

Brown, H. 1991. Breaking the Language Barrier. Yarmouth:Intercultural Press.

Burns, A. & Joyce, H. 1997. *Focus on speaking*. Sydney: National Centre for English Language Teaching and Research.

Dornyei, Z. 1994. Motivation and Motivating in the Foreign Language Classroom. The Modern Language Journal, Vol.78, No.3

Gurbuz, N & Gokhan Ozturk. 2014. Speaking Anxiety Among Turkish EFL Learners: The Case at a State University. Journal of Language and Linguistic Studies, Vol. 10, No.1.

Lightbown, P. & Spada, N. (2003) *How languages are learned.* Oxford: Oxford University Press.

Mustaffa, R., et al. 2014. Exploring the Factors of Classroom Anxiety in the Context of EFL Arab Students. International Journal of Social Science and Humanities Research, Vol.2, Issue 2.

Ur, P. 1996. *A Course in Language Teaching Practice and Theory*. Cambridge: Cambridge University Press.