



**AN ANALYSIS OF STUDENTS' SPEAKING ANXIETY FACED BY THE
EFL FRESHMAN STUDENTS AT ENGLISH DEPARTMENT OF
UNIVERSITAS NEGERI PADANG**

Nur Maulina Putri¹ and Leni Marlina²

English Department

Faculty of Languages and Arts

State University of Padang

email: nurmaulinaputri01@gmail.com

Abstract

This research was conducted to find out the type and the level of speaking anxiety faced by the EFL freshmen students in English Language Educational Program of English Department at Universitas Negeri Padang. This descriptive research used a quantitative descriptive method. The research instruments are questionnaire and interview. The questionnaire used in this research is adapted from the Foreign Language Anxiety Scale (FLCAS) designed by Horwitz. It consists of 33 statements which have three categories as well as communication apprehension, fear of speaking test, and fear of feedback by peers and lecturer. Based on the research analysis, it was found that the level of students' speaking anxiety is in the middle level with the percentage was 82%. It was significantly different with other levels which had 9% for low level and also 9% for high level. The types faced by the respondents were in the fear of speaking test (44%), communication apprehension (34%), and feedback by peers and lecturer (22%). The dominant type of speaking anxiety was fear of speaking test. However, after having the depth interview about their speaking anxiety, the research showed that all types of speaking anxiety were in the relationship.

Key words: Speaking, Speaking Anxiety, EFL Freshmen Learners

A. INTRODUCTION

Since English becomes an important language to learn, more than half a foreign language learners experienced some degree of anxiety. Anxiety in the language learning process has been one of the major obstacles over the language learning process by foreign language students. Language anxiety affects language acquisition, retention, and production; therefore, foreign language anxiety has a negative impact on the entire language learning process.

English as a foreign language is extensively used in the educational system especially in Indonesia from the primary up to tertiary level. One of the main goals of learning English is to enable students to communicate in this language. To communicate in English, speaking is found to be the most fundamental element in

¹ English ELTSP of English Department of FBS Universitas Negeri Padang graduated on December 2019

² Lecturer of English Department of FBS Universitas Negeri Padang



English communication. Nunan (2000:39) states that speaking is one of the key aspects of learning a second or foreign language. Moreover, he further notes that the success of learning the language is measured in terms of the ability to carry out a conversation in the target language. It can be said that being able to speak fluently is essential in students' language learning to communicate both inside or outside the classroom. In conclusion, speaking is one of the skills that have to be mastered by foreign language learners as the benchmark that they succeed in conquering this language.

Due to speaking becomes an important aspect of learning English, the more probability of anxiety comes from this skill. Young (as cited in Mukminin, et al. 2015) claimed, "Speaking in the foreign language is often cited by students as their most anxiety-producing experience". In fact, speaking is the most anxiety-provoking skill, and it is the greatest source of anxiety in language classrooms (Ozturk & Gurbuz 2013). It means that, from the four skills such as writing, reading, listening and speaking, speaking is probably considered as the most stressful skill for second language or foreign language learners. Maybe it is caused that in speaking, anxiety could be seen clearly at the time the learner performing their speaking skill.

Therefore, speaking anxiety in foreign language or foreign language speaking anxiety has been a phenomenon that almost all foreign language learners experience. English language learners often express a feeling of stress, nervousness or anxiety while learning to speak English and claiming to have a mental block against learning English (Tanver 2007:5). Hence, it is assumed that a massively frequent foreign language learners were experienced anxiety within the process of learning English, especially while in the speaking activities. This is a problem of both beginners and advanced learners of the foreign language. Even, most learners in the higher level tend to experience the anxiety. It has been identified by Campbell and Ortiz (as cited in Afiqah 2015) that "university students encounter language anxiety, with approximately one-half of the language learners experiencing debilitating levels of language anxiety". Correspondingly, not only students in the Non-English language program but students whose English is their major in the college also found that they experience the anxiety while in the language learning process.

Based on the explanation above, some problems might be analyzed in this research. The research questions are specified in the form of questions as stated below:

1. What is the level of speaking anxiety among EFL Freshmen students at UNP in Intensive Course class?
2. What is the type of speaking anxiety among EFL Freshmen students at UNP in Intensive Course class?
3. What are the causal factors cause speaking anxiety among EFL Freshmen students at UNP.

B. RESEARCH METHOD

This descriptive research used mix method. Both quantitative descriptive and qualitative descriptive approach will be applied to answers the research

questions. It involves the collection of both quantitative (close-ended) and qualitative (open-ended) in response to research questions. For the research question number 1 and 2 will be described quantitatively and for research question number 3 will be described qualitatively. So, the information that will be delivered is about the level, type, and causal factor of students' speaking anxiety. The research will be conducted at the English Department of Universitas Negeri Padang. Additionally, the researcher will use the questionnaire and interview. The questionnaire will be used as the tool to find the data of level and type of speaking anxiety. Meanwhile, interview will be used to collect the data of causal factors of speaking anxiety in collecting the data. Then the data will be analysed to answer the research questions.

C. RESULT AND DISCUSSION

1. Research Finding

A. Data Analysis of Questionnaire

In this data analysis, it explains about the level and types of students' speaking anxiety that is followed by frequency and percentage of participants' distributions. After that, there are explanations about the causal factors of speaking anxiety that faced by the EFL freshmen students in English Language Educational Program of English Department at Universitas Negeri Padang. The explanations are stated below:

a. The Level of Speaking Anxiety Faced by the EFL freshmen students in English Language Educational Program of English Department at Universitas Negeri Padang

1. FLCAS

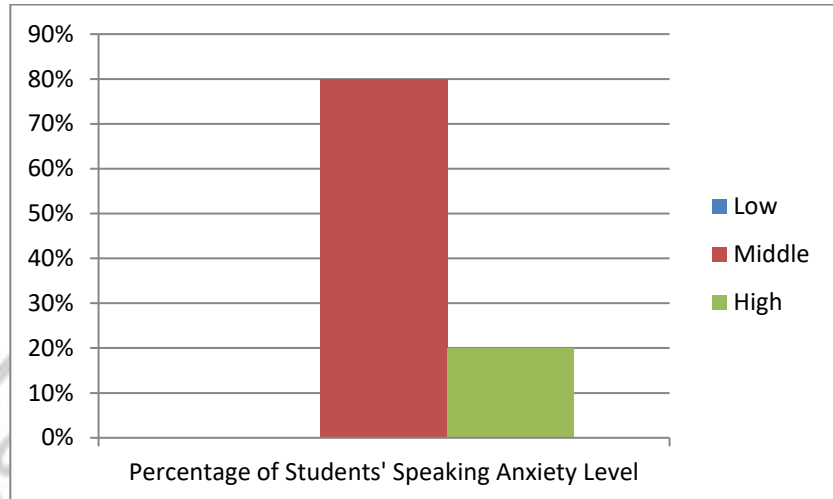
Table 5

The Level of Speaking Anxiety Faced by the EFL freshmen students in English Language Educational Program of English Department at Universitas Negeri Padang

No.	The Level Students' Speaking Anxiety			Total
	Level	Gender		
		Male	Female	
1	Low	0	0	0
2	Medium	5	34	39
3	High	3	8	11

(The level of students speaking anxiety by FLCAS)

Picture 3
The Percentage of Speaking Anxiety Level faced by the EFL freshmen students in English Language Educational Program of English Department at Universitas Negeri Padang



(The Graphic of Level of Students' Speaking Anxiety by FLCAS)

The graphic indicates that the levels of speaking anxiety can be classified into three levels such as low, middle, and high level. There are significant difference range between each level. There are 39 students with the average score 99,90 points. Besides that, in the high level there are 11 students with the average score is 126,8 points. The lowest score is 76 points and the highest score is 135 points. Through the total points based on the level above, it can be concluded that the dominant level of speaking anxiety faced by the EFL freshmen students of English Language Education Program of English Department of Universitas Negeri Padang is in the medium level with the percentage was 80%. The percentage of students in the medium level is significantly different with high level which is 20%.

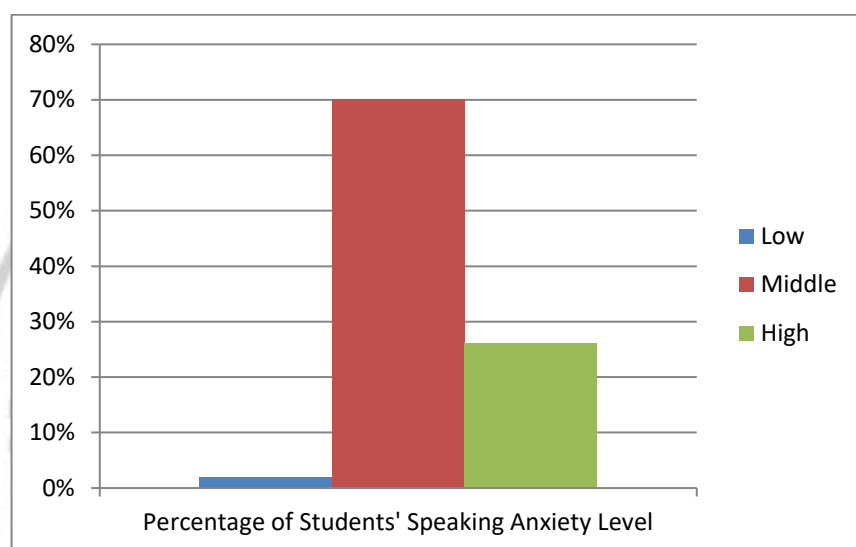
2. FLSAS

Table 5
The Level of Speaking Anxiety Faced by the EFL freshmen students in English Language Educational Program of English Department at Universitas Negeri Padang

No.	The Level Students' Speaking Anxiety			Total
	Level	Gender		
		Male	Female	
1	Low	0	1	1
2	Medium	6	29	35
3	High	2	12	14

(The level of students speaking anxiety by FLSAS)

Picture 3
The Percentage of Speaking Anxiety Level faced by the EFL freshmen students in English Language Educational Program of English Department at Universitas Negeri Padang



(The Graphic of Level of Students' Speaking Anxiety by FLSAS)

In the FLSAS (Foreign Language Anxiety Scale), the graphic also indicates the levels of speaking anxiety into three levels such as low, middle, and high. It is found that. There is 1 student in the low level of anxiety with 69 points. Then, in the middle level there are 35 students with the average score is 108,31 points. And for the the high level, there are 14 students with average score is 127,42 points. The highest score is 146 points and the lowest score is 69. Over the total points, it can be concluded that the dominant level of speaking anxiety faced by the EFL freshmen students of English Language Educational Program of English Department at Universitas Negeri Padang in FLSAS is in the medium level with the percentage was 70%. The percentage of students in the medium level is significantly different with high level which is 28% and 2% for low level.

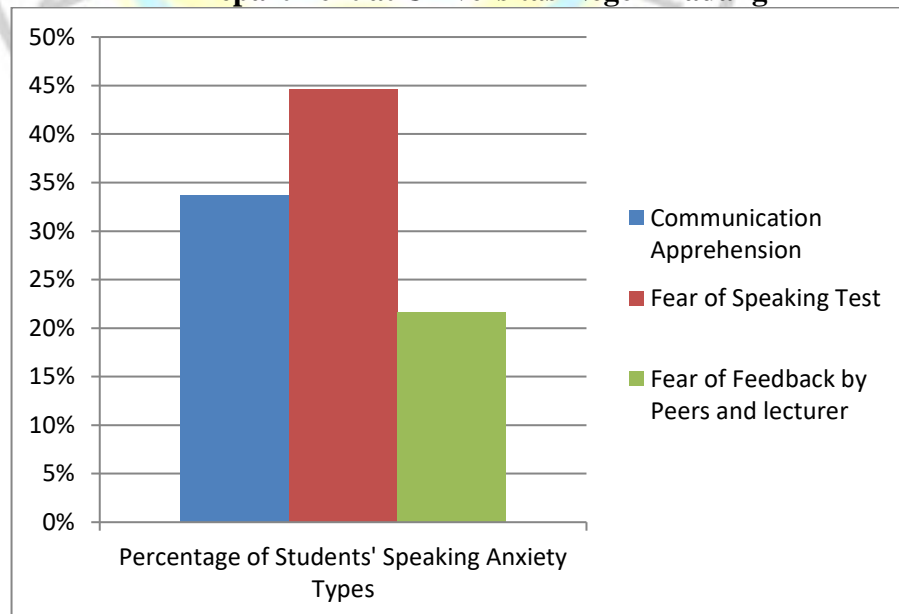
b. Types of Speaking Anxiety by the EFL freshman students of English Language Educational Program of English Department at Universitas Negeri Padang.

The samples of this research are five classes of 2019 English Language Educational Program. They are Kint, K2, K3, K4 and K5 which was including 50 students of English Language Educational

Program of English Department at Universitas Negeri Padang. The researcher has analyzed the types of students' speaking anxiety into three types of speaking anxiety such as communication apprehension, fear of speaking test, and fear of feedback by peers and lecturer. The total point was found of the research is 5264 points. There is 1.771 points for communication apprehension which have 1.302 points for positive statements and 469 points for negative statements. On the other hand, the total point of fear of speaking test is 2.352 points which have 1.480 points for positive statements and 872 points for negative statements. Indeed, the type of fear of negative evaluation is found 1141 points which have 979 points for positive statements and 162 for negative statements.

Through the data analysis for three types, the most dominant type faced by the EFL freshmen students in English Language Educational Program of English Department at Universitas Negeri Padang is fear of speaking test type with the percentage was 45%. And in the second position of speaking anxiety type is communicative apprehension with the percentage is 34%. The last one is fear of negative evaluation with the percentage is 22%. The differences among the types of speaking anxiety faced by the EFL freshmen students of English Department at Universitas Negeri Padang shows below:

Picture 2
Percentage of Speaking Anxiety Type of EFL Freshmen Students in English Language Educational Program of English Department at Universitas Negeri Padang



(Graphic of Percentage of Students' Speaking Anxiety Types)

The graphic indicates that the highest anxiety of the EFL Freshmen Students in English Language Educational Program of

English Department at Universitas Negeri Padang faced in fearing of speaking test. Then, the second position which students feel anxiety about the communication apprehension. Lastly, fear of negative evaluation also the type which students feel of anxiety. The explanation about each type as follows then.

1.1 Communication Apprehension

Based on the data analysis of 50 students for 33 statements, it was found 1.771 points for communication apprehension which had 1.302 points for positive statement and 469 points for negative statements. There were two dominant statements which were answered by students such as the statement number 9 and the statement number 4. The statements number 9 is “*I start to panic when I have to speak without preparation*”. There are 10 students answered *strongly Agree*, 18 students answered *agree*, 11 students answered *neither agree nor disagree*, 5 students answered *disagree*, none student answered *strongly disagree*. The total point of the statement number 9 which was answered by 50 students was 165 points.

Besides that, the second highest score of communication apprehension type faced in the statement number 4 with the total points are 175 points. The statement number 4 is “*It frightens me when I don’t understand what the lecturer is saying in the class*”. There are 4 students answered *strongly agree*, 26 students answered *agree*, 8 students answered *neither agree nor disagree*, 4 students answered *disagree*, and 2 students answered *strongly disagree*.

1.2 Fear of Speaking Test

Based on the data analysis of 50 students for 33 statements, in the type of fear of speaking test was found 2532 points which had 1480 for positive statement and 272 points for negative statement. There were two dominant statements were answered by students such as the statement number 10 and the statement number 12. The statements number 10 were “*I worry about the consequences of failing my speaking class*”. There were students answered *strongly agree*, 24 students answered *agree*, 7 students answered *neither agree nor disagree*, 3 students answered *disagree*, 1 student answered *strongly disagree*. The total point of the statement number 10 which was answered by 50 students was 222 points. Besides that, the second highest score was faced to the statement number 12 with the total point was 140 points. The statements number 12 was “*In speaking class, I can get so nervous I forget things I know*”. There were 7 students answered *strongly agree*, 19 students answered *agree*, 9 students answered *neither agree nor disagree*, 6 students answered *disagree*, and 3 students answered *strongly disagree*.

1.1 Fear of Negative Evaluation

In this type, there were 1141 points found from 50 students in English Language Educational Program in English Department at Universitas Negeri Padang which contributed in this research. It was found 979 points for positive statement and 162 for negative statement. The statement number 7 and number 33 were found as the dominant answer by the participants. The statement number 7 was *"I keep thinking that the other students are better at speaking class than I am"*. There was 193 which the details as well as 7 students answered strongly agree, 23 students answered agree, 9 students answered neither agree nor disagree, 3 students answered disagree, and 2 students answered strongly disagree. There was 181 points for statement number 33 which the statement was *"I get nervous when the speaking lecturer asks question which I have not prepared in advance"*. There was 5 students answered strongly agree, 20 students answered agree, 13 students answered neither agree nor disagree, 4 students answered disagree, and 2 students answered strongly disagree.

B. Data Analysis of Interview

The interview was supposed to be the way for getting information about the data sample who classified into each level and types of speaking anxiety. The respondents of this interview were conducted from the samples whether analyzed of their speaking anxiety by using questionnaire. The respondents of this research were 20% from the research sample. This percentage was chosen because to get the depth interview, it needs the data of the previous analysis which was found that there were 36 students felt speaking anxiety in the middle level, 4 students the high level and 4 students in the low level. Realizing the purpose of this study which was to investigate the speaking anxiety of students, the interview respondent was conducted from the students whoever the extremely low and high speaking anxiety. However, because of the dominant level of speaking anxiety faced by the students of English Education Study Program in medium level so that it was also conducted more on it than the extremely low and high level students.

b. Discussion

1. The Types of Students' Speaking Anxiety Faced by the Fourth Semester Students of English Education Study Program of English Department of Universitas Negeri Padang.

The anxiety is also the common condition which is felt by everybody. However, it will be worse if it could not be controlled. In learning foreign language, many students feel anxious because of many causes related to the physicist condition and the comprehension about the topic included in English. It is also happened in Universitas Negeri

Padang especially in English Education Study Program. Even though communicating in English was necessary for them, it could be difficult thing to be done.

Based on the data analysis of students speaking anxiety faced by the fourth semester students in English Education Program of English Department of Universitas Negeri Padang by delivering the questionnaire, it was found the dominant type faced by students was felt of fearing of speaking test. They really feared of the consequence of failing in speaking class even fear about other part of speaking anxiety. Furthermore, after having the depth interview analysis for some respondents about their speaking anxiety, it was found some reasons related to their speaking anxiety. They fear about their communication comprehension about the topic and need a time for preparing the performance. They could not feel comfortable if the lecturer ask them to do impromptu speech. They felt anxiety whenever having bad performance of speaking English which might comment by peers and lecturers negatively. This situation was almost all students feeling not confidence and having anxiety. It was related to the perception about getting bad score of speaking class which would be the cause of failing the speaking class.

D. CONCLUSION AND SUGGESTIONS

CONCLUSION

Based on the finding discussed, it can be conclude the fourth semester students of English Education Study Program of English Department of Universitas Negeri Padang were in the medium level of speaking anxiety. Among the three types of speaking anxiety such as communication apprehension, fear of speaking test, and fear of feedback by peers and lecturer, the dominant type of speaking anxiety was fear of speaking test. However, after having the deep interview about their speaking anxiety, the research showed that all types in speaking anxiety were in the relationship. The reasons of having anxiety because the students felt fearing about the consequence of failing in the speaking test. It happened due to their communications apprehension which needs more preparation for all things related to their performance so that they feel comfortable and confidence without care about peers' and lecturer's negative feedback during the performance.

SUGGESTION

Based on the conclusion above, the suggestion for reducing the speaking anxiety of students as follows:

1. Both student and lecturer should build well interaction between them in order that there is a good atmosphere in the class for offering the speaking lesson.
2. The learning strategy in speaking class is supposed to be different with any other English class and build the appropriate class environment for speaking.

3. For better performance of students in speaking, it should be having a time for preparation and needs some practicing activities in the speaking class
4. Lecturer should be aware about psychological and physical condition of students
5. For getting the better quality of the future reserach, it supposed to be aware about the balance total of questionnaire statements for each type.

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