



## An Analysis of EFL Students' Speaking Anxiety in Public Speaking Class at English Department of Universitas Negeri Padang

Annisa Qurnia<sup>1</sup> and Leni Marlina<sup>2</sup>

<sup>1,2</sup>English Department, Faculty of Languages and Arts, Universitas Negeri Padang

Correspondence Email: [annisaqurnia1997@gmail.com](mailto:annisaqurnia1997@gmail.com)

### Article History

Submitted: 2020-08-07

Accepted: 2020-08-30

Published: 2020-08-30

### Keywords:

Speaking, Speaking Anxiety, EFL students

### Abstract

*Speaking anxiety tends to be experienced by students when the learning process in class, including Public Speaking Class by EFL students. Some EFL students feel afraid to come forward, because they feel that they are not able to practice well. So, this research was conducted to find out the level of EFL students' speaking anxiety in Public Speaking Class at English Department of UNP. The research type used in this study was descriptive research. The participants of this study were 63 students of Public Speaking Class at English Department of UNP. The research instrument was a questionnaire which was administered to the students. The questionnaire used was adapted from Foreign Language Speaking Anxiety Scale (FLSAS) by He (2018). This questionnaire includes 33 items. The result of this study showed that the level of EFL students' speaking anxiety is in the medium level with the percentage was 71,4%. It is significantly different with other levels which have 15,9% for low level and also 12,7% for high level. The finding means that EFL students are able to come forward, but not too confident in their abilities in speaking. This is because their speaking anxiety is at medium level.*

©2020 The Author(s) Publish by Jurusan Bahasa dan Sastra Inggris FBS UNP. This is an open access article under the CC-BY-NC license (<https://creativecommons.org/licenses/by-nc/4.0/>)

How to Cite: Qurnia, A & Marlina, I. (2020). An Analysis of EFL Students' Speaking Anxiety in Public Speaking Class at English Department of Universitas Negeri Padang. *Journal of English Language Teaching*, 9 (3): pp. 566-571. DOI: [10.24036/jelt.v9i3.44107](https://doi.org/10.24036/jelt.v9i3.44107)

## INTRODUCTION

Speaking is one skill that need to be mastered when people learn a language. Asakereh and Maliheh (2015, p. 345) state that “in English as a foreign language (EFL) contexts, where EFL students have limited access to real and authentic contexts, speaking classes play a significant role in the development of the EFL students' speaking skills”. Based on Efrizal (2012, p.127) “speaking is one way to communicate which ideas and thoughts a message orally”. Speaking can be an important skill because it's the main basic point in running the daily life such as to interact and communicate with others.

Basically, public speaking is a person's ability in making speech in front of public. Matjašič (p.2) says “public speaking is the process and act of speaking or giving a lecture to a group of people in a structured, deliberate manner intended to inform,

influence, or entertain a listening audience, and it is commonly understood as face-to-face speaking between individuals and an audience for the purpose of communication”. In the public speaking class, the EFL learners will be accustomed to be able to interact with others in front of class. This will help them to appear speaking and express opinions or ideas in front of class. In addition, EFL learners should be able to ask something to the lectures, present their tasks, and do the discussion with class groups. They should be able to do that during public speaking class.

But, it is not uncommon for students to face a variety of problems in the classroom. A common thing that disturb students in learning is they feel anxious to express their opinions and ideas verbally both in the discussion group and in front of the class. They tend to be afraid and nervous during learning process. Nurlaili and Kurniasih (2016, p. 2) say that “the students are actually able to speak in English, but they cannot control their emotion when they have public speaking in front of people”. This is usually referred to students' speaking anxiety.

Anxiety is a certain situation in dealing with uncertain situations and its ability to deal with a thing. Suleimenova (2013, p.1860) state that “anxiety is defined as distress or uneasiness of the mind caused by fear of danger or misfortune which is an unrealistic, or out of proportion constant worry that dominates and interferes with daily functions like work, school, relationships, and social activities”. Anxiety is a state of apprehension or state of worry about something bad will happen if someone does something. Anxiety is an appropriate response to threats, but anxiety can become abnormal if it is too excessive.

There are some researches that conducted Anxiety of Students. Firstly, a study of Oktaviani, Desmawati, and Havid (2013) conducted the components that most influence students' anxiety in learning English and the sources of students' anxiety in learning English at SMAN 7 Padang. The results showed that the component that most influenced students' anxiety in learning English is fear of negative evaluation, and the source of students' anxiety is the factor of their self.

The second research is based on Adnan, Leni, and Amalia (2020) that conducted students' listening anxiety. The researchers used questionnaire namely FLLAQ as the instrument. The result showed that the students have middle anxiety level when they are in the advanced listening class.

Next, Adnan, Leni, and Suci (2020) conducted a study about the relationship between listening anxiety and listening comprehension of English department students who had taken Basic Listening class at Universitas Negeri Padang. The data were collected through questionnaire and an English Listening test using TOEIC test. The results showed that Foreign Language Listening Anxiety (FLLA) and Listening Comprehension (LC) have a negative correlation.

Therefore, based on the problems above, the researcher will figure out the level of EFL students' speaking anxiety in Public Speaking Class at English Department of UNP.

## METHOD

### Participants

The participants of this study were 63 students which voluntarily participated. The number of male participants was 8 while the number of female participants was

55. All participants were the students of public speaking class at English Department of UNP.

1. Instrumentation

The instrumentation of the study used the questionnaire related to the EFL students' speaking anxiety. The sample that have been chosen fulfilled the questionnaire. The students were guided to answer some questions related to the topic.

In this current research, the researcher used a questionnaire related to the students' speaking anxiety that was adapted from FLSAS (Foreign Language Speaking Anxiety Scale) by He (2018). This questionnaire includes 33 items.

**Table 1.** Reasons for students' FLSA by He (2018, p. 116)

No.	Reasons	Items in FLSAS
1.	Lack of vocabulary or background knowledge of the FL.	5, 6, 11
2.	Speaking a FL on an unfamiliar topic.	12
3.	Worry about the fluency of speaking a FL	16
4.	Fear of being tested orally in a FL.	20
5.	Having little time to think before speaking in a FL.	15
6.	Worry about the poor pronunciation and intonation.	1
7.	Worry about failing to get a decent job in future for being unable to speak English well.	3
8.	Lack of confidence when speaking a FL.	13
9.	Worry about being looked down on for making mistakes in speaking a FL.	21
10.	Fear of speaking a FL.	8, 9, 19
11.	Fear of speaking a FL with others.	10
12.	Fear of speaking a FL in public.	17
13.	Fear of speaking a FL on the phone.	18
14.	Worry about having to give important information orally in a FL.	14

**Table 2.** Strategies for students' FLSA by He (2018, p. 146)

No.	Reasons	Items in FLSAS
1.	Teacher being humorous.	29
2.	Speaking a FL in a friendly environment.	27
3.	Teacher being patient.	30
4.	Not focusing on accuracy while speaking a FL.	26
5.	Teacher being encouraging.	28
6.	Correcting mistakes indirectly.	32
7.	Knowing that mistakes are part of the FL learning process and made by everyone.	31
8.	Having classmates working in small groups.	22
9.	Playing language games.	33
10.	Doing relaxation exercises.	25
11.	Participating in a supporting group or activity.	24
12.	Talking with other students about the fears of speaking an FL.	23

### Data Collection

Technique of data collection that was used in this research was through the scale method. In collecting data, the researcher started by delivering the questionnaires of students' speaking anxiety and self-efficacy to the samples. The questionnaire was given to the samples which have been chosen before. Far away before spreading the questionnaire, the researcher made an appointment with the chairmen of each class who was taken as the sample. So, the students filled the questionnaire accurately without misunderstanding and incompatibility of time, and other obstacles with the students concerned. Then, the data from the questionnaire were accumulated into excel program and then the result was analyzed.

### Data Analysis

The method of calculation was assisted with statistic package for the social science (SPSS), which is SPSS 16.0 for windows.

## RESULT AND DISCUSSION

### Research Finding

#### *The Overview of Speaking Anxiety Score*

Speaking anxiety instrument has 33 items which the score is on a five-point Likert scale with the range from 1 to 5. From the questionnaire that is answered by the samples, an empirical and hypothetical score is obtained as below:

**Table 3.** Empirical and Hypothetical Score of Speaking Anxiety

	N	Mean	Minimum	Maximum	Std. Deviation
<b>Empirical</b>	63	114,54	92	164	13,025
<b>Hypothetical</b>	63	99	33	165	22

From the table 4.3, the mean score of empirical and hypothetical is found in 114, 54 for empirical score and 99 for hypothetical score of the speaking anxiety variable. It can be interpreted that  $114, 54 > 99$  which speaking anxiety in this research subjects is higher than speaking anxiety in the general population.

Then, the empirical data were used to categorize the speaking anxiety of the subjects into the three categorization criteria. The result can be seen in the following:

**Table 4.** The Categorization of Empirical Data of Speaking Anxiety

Range	Categorization	Frequency	Percentage
<b><math>X &lt; 101,52</math></b>	Low	10	15,9%
<b><math>101,52 \leq X &lt; 127,57</math></b>	Medium	45	71,4%
<b><math>127,57 \leq X</math></b>	High	8	12,7%
<b>Total</b>		<b>63</b>	<b>100%</b>

From the data above, there are 10 subjects (15,9%) in the low speaking anxiety category, and 8 subjects (12,7%) in the high speaking anxiety category. And, the most subjects fall into the medium speaking anxiety category which is 45 students (71,4%).

## Discussion

Anxiety is a common condition that people feel in doing something. This is also often experienced by EFL students when speaking English, and it is called as speaking anxiety. Speaking anxiety tends to be experienced by students when learning process in class, including Public Speaking Class at Universitas Negeri Padang by EFL students. Some EFL students feel afraid to come forward, because they feel that they are not able to practice well.

After delivering the questionnaire, the researcher found a finding that there are 10 subjects (15,9%) in the low speaking anxiety category, and 8 subjects (12,7%) in the high speaking anxiety category. And, the most subjects fall into the medium speaking anxiety category which is 45 students (71,4%). It means that students' speaking anxiety in Public Speaking Class is at a normal level that is in the medium level. It is not high and also not low. This result is related to a study of Putri and Leni (2018). They said that "the dominant level of students' speaking anxiety is in medium level with the percentage was 80%". And, a study of of Mitha, Zul and Don (2018) found that the level of students' speaking anxiety is also in the middle level. The result of this study, and the two previous studies are at the medium level for students' speaking anxiety. The percentage of this study is 71,4%, 80% for the study of Putri and Leni, and 82% for the study of Mitha, Zul, and Don. The finding means that EFL students are able to come forward, but not too confident in their abilities in speaking. This is because their speaking anxiety is at medium level.

## CONCLUSION AND SUGGESTIONS

### Conclusion

From the result above, it can be concluded that speaking anxiety of EFL students in Public Speaking Class at English Department of UNP is found at the medium level. The finding means that EFL students are able to come forward, but not too confident in their abilities in speaking. This is because their speaking anxiety is at medium level.

### Suggestion

This study is a descriptive research, so the researcher suggest to the next research to conduct the experimental research about EFL students' speaking anxiety. Meanwhile, this study is only done in Public Speaking Class at English department of UNP, it will be great that the next researcher conduct a research in other speaking classes such as Intermediate Speaking Class, Speaking for In Formal Interaction Class, Speaking for Formal Interaction Class, and other classes that are related to speaking class.

## REFERENCES

- Adnan, Aryuliva, Leni Marlina, and Amalia Shawfani. (2020). Listening Anxiety Experienced by Advanced Listening Class Students of English Department UNP Padang. *Advances in Social Science, Education and Humanities Research*, 411, 207-214
- Adnan, Aryuliva, Leni Marlina, and Suci Rahma Annisa. (2020). Listening Comprehension and Listening Anxiety: A Case of Basic Listening Class

- Students at English Department UNP Padang. *Advances in Social Science, Education and Humanities Research*, 411, 200-206
- Asakereh, Ahmad, and Maliheh Dehghannezhad. (2015). Student satisfaction with EFL speaking classes: Relating speaking self-efficacy and skills achievement. *Issues in Educational Research*, 25 (4), 345-363.
- Efrizal, Dedi. (2012). Improving Students' Speaking through Communicative Language Teaching Method at Mts Ja-alhaq, Sentot Ali Basa Islamic Boarding School of Bengkulu, Indonesia. *International Journal of Humanities and Social Science*, 2 (20), 127-134.
- He, Deyuan. 1. (2018). *Foreign Language Learning Anxiety in China: Theories and Applications in English Language Teaching*. Brunei Darussalam: Springer Nature
- He, Deyuan. 2. (2018). *Foreign Language Learning Anxiety in China: Theories and Applications in English Language Teaching*. Brunei Darussalam: Springer Nature
- He, Deyuan. 3. (2018). *Foreign Language Learning Anxiety in China: Theories and Applications in English Language Teaching*. Brunei Darussalam: Springer Nature
- Mitha, Weni Delfia, Zul Amri, and Don Narius. (2018). An Analysis of Students' Speaking Anxiety Faced by The Fourth Semester Students of English Education Study Program of English Department of Universitas Negeri Padang. *Journal of English Language Teaching*, 7 (3), 465-479
- Nurlaili, Irma, and Esti Kurniasih. (2016). An Analysis Of Students' Speaking Anxiety In Public Speaking Class In English Department Of Universitas Negeri Surabaya. *RETAIN*, 4 (2), 43-51.
- Oktaviani, Fatmala Sari, Desmawati Radjab, Havid Ardi. (2013). An Analysis of Students' English Language Anxiety at SMAN 7 Padang. *Journal of English Language Teaching*, 1 (3), 51-60
- Putri, Nur Maulina, and Leni Marlina. (2018). An Analysis of Students' Speaking Anxiety Faced by The EFL Freshman Students at English Department of Universitas Negeri Padang. *Journal of English Language Teaching*, 8 (4).
- Suleimenova, Ziash. (2013). Speaking anxiety in a foreign language classroom in Kazakhstan. *Rocedia - Social and Behavioral Sciences*, 93 (2013), 1860 – 1868. doi: 10.1016/j.sbspro.2013.10.131