



Comparison of Students' Speaking Anxiety based on the Students' Learning Style

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Abstract

The aim of this research is to compare the students' speaking anxiety based on students' learning style at second grade of SMP N 29 Padang. It was carried out using descriptive method. In learning style, the result of this research showed almost of 31 students in class VIII.1 of SMP N 29 Padang dominant in "Authority- Oriented" after that they dominant in "Concrete", and just several students who dominant in "Communicative" learning style. Furthermore, based on speaking anxiety level, the result of this research showed almost of all students in class VIII.1 of SMP N 29 Padang dominant in "Anxious" level in the first position and in second position the students dominant in "Mildly Anxious", but just several students who dominant in "relaxed" speaking anxiety level.

Keywords:

*Students' speaking anxiety,
Students' Learning Style*

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INTRODUCTION

Speaking is an important activity in our live. It makes us easily to deliver the messages to everyone directly. According to Harmer (2007:284) stated that speaking is a skill to do communication fluently and processing the information of the language. In this modern era, speaking ability is very useful, especially for students who want to get more knowledge. Usmanov (2010) stated that students should learn English to support them to achieve their goals. In other words, to be fluent in English makes the students can search and get many information about what they want from anywhere, because English is an international language that can connect people through communication. Good communication in English is important because English a bridge that connect the people in the world. Because of that, our government makes the rules English should be learned and mastered by the student start from junior high school until senior high school. But, in reality during EFL classroom process many problems occur. According to Nihal (2010) stated that In English foreign language learning process in the classroom, the teacher get many problems, especially when the teacher ask the students to speak in English in front of class, it happen because they feel nervous and do not want to speak

Their nervous is caused by anxiety. Anxiety seems like the simple thing but actually it gives a strong influence on students' language learning process. Gardner and his colleagues stated that anxiety gives the definite impact in the process of building English skill (Gardner, 1985; Gardner, Day, & MacIntyre&Gardner, 1989; 1991, 1994) (Kumaravadiveli, 2009). Irzeqat in 2010 showed that between anxiety and students' oral performance 60 EFL students form ten, eleventh, and twelfth-grade students at both Taffouh Secondary School for girls and boys in Taffouh and 20 teachers have a significant correlation. The finding showed that from the students' and teachers' perception FLCA (Foreign Language Classroom Anxiety) has a bad impact on the speaking performance of EFL. Subsequent, while similar level of anxiety is find in male and female. In addition, Ellis (1985) cited in (Khasinah, 2014,p.111) stated that second language learning process can influenced by anxiety, attitude and motivation, cognitive factors. Anxiety have a big factor because it will give bad impact for the students in language learning process such as lowering score of performance in standardized, lack of vocabulary and less of word production ((Howitz & Young, 1991; MacIntyre & Gardner, 1991c) cited in (Khan, 2010).

Jensen and Nickelsen (2011 : 35) stated that learner have three variations. They are visual learner, kinesthetic learner, and auditory learner. From the explanations above, the students have variation on learning style can caused they have their own way to study. If the students wrong to choose their learning style, it will give big impact on their study result. The wrong learning style will makes the students feel anxious to speak in English in the classroom.

Several researchers have conducted research about students' learning style. First, the research conducted by Ardi (2006) he found authority oriented is the style of students' learning in SMA N 7 Padang which is their achievement in English depends on the teacher who teach them. The aim of his research to knew the type of students' learning style, so that the teacher used the appropriated way in teach their students. Gilakjani in his journal found visual strategies is students' favorite strategies, it happen because the students lazy to read a book and want to understand the point of the book so quickly. The aim of his research to knew the type of students' learning style, so that the teacher easier to teach their students with the way that suitable with them.

RESEARCH METHOD

This research used descriptive method. According to Gay (1992: 217) stated Descriptive research includes collecting data for examine the hypothesis or to answer the question about the status of the subject of the research now.

The data of this research did in several procedures. The first, the researcher distributed the students' learning style questionnaire and speaking anxiety level questionnaire to the students. Second, after they finished to filled the column questionnaire with the sign (V), the students collected the questionnaire. After that researcher collected the questionnaire and start to did scoring.

The researcher classified the data from learning style questionnaire based on the theory by willing (1988). Beside that the researcher also classified the data from stundents' speaking anxiety level based on Foreign Language Anxiety Scale (FLAS) by Horwitz and Cope (E.K. Horwitz, 1986) and also from Young.

After the researcher have done classified the total score the students' in learning style and speaking anxiety level. The last step, the researcher was comparing the students' speaking anxiety level based on their learning style.

FINDINGS AND DISCUSSION

Findings

The findings of this research about Comparison of Students' Speaking Anxiety Based on Students' learning style At Second Grade of SMP N 29 Padang presents and describes every aspect. The result of the data presented in percentage.

A. Students' Learning Style

After the researcher was done scoring and did analyze the data. The researcher divided the students' learning style into four groups in the table 4.2 below:

Table 4.2 Summarizing of Students' Learning Style Questionnaire's Response

No	Learning Style	Total	Percent
1	Concrete Learners	8	22%
2	Analytical Learners	5	13%
3	Authority-Oriented Learners	20	54%
4	Communicative Learners	4	11%
	Total	37	100%

Table 4.2 showed Authority- Oriented was the most learning style that the students used in class VIII.1 of SMP N 29 Padang.

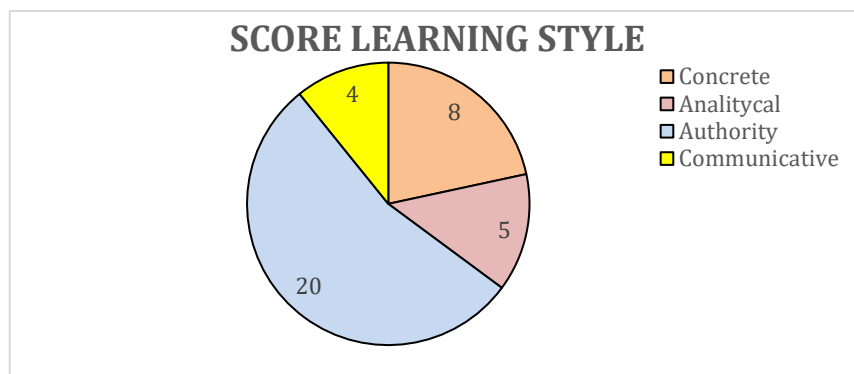


Figure 4.1 The Summary of The Result Students' Learning Style Questionnaire

From the figure 4.1 above, the researcher know the result of the speaking anxiety questionnaire. The chart above showed that from 31 respondents from class VIII.1 of SMP N 29 Padang just only 8 respondents who match with concrete as the best learning style of them while, 5 respondents have authority oriented as their learning style, 20 respondents that using Authority-oriented as their learning style and, just 4 respondents that have communicative as their learning style. From the chart above, most of students have authority-oriented as their learning style. It means the students very need teacher to teach and guide them in learning English. Teacher's quality and knowledge very influence to the result of English learning process in

class. The more teacher understand what and how the students want when learning English, the success more higher will get. So, in condition like this, teacher takes an important part in English learning.

B. The Result of Students' Speaking Anxiety Level

After the researcher was scoring and did an analyse to the data, they were grouping of students' speaking anxiety level following the table below:

Table 4.4 The Summary of Scoring and Categorizing in Students' Speaking Anxiety Level

Range	Level	Result	Percent
124-165	Very Anxious	7 Respondents	22,6 %
108-123	Anxious	11 Respondents	35,5%
87-107	Mildly Anxious	9 Respondents	29%
66-86	Relaxed	1 Respondents	3,2%
33-65	Very Relaxed	3 Respondents	9,7%

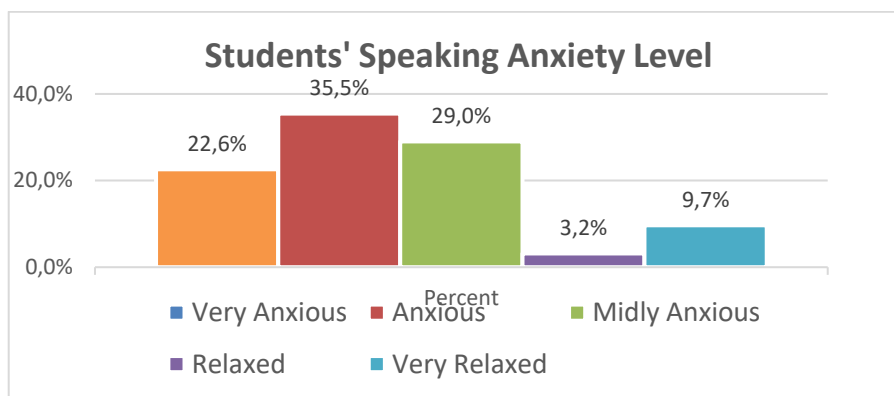


Figure 4.2 Summary Students' Speaking Anxiety Level Questionnaire

Based on the figure 4.2 above, from 33 statements in speaking anxiety questionnaire, there were different responses from all respondents in class VIII.1 of SMP N 29 Padang. The researcher found out the varieties levels of students anxiety in speaking. First, there were 7 respondents (22,6%) who have level “Very Anxious” with the range score started from 124-165. Second, there were 11 respondents (35,5%) are in “Anxious” level that the range started from 108-123. Third, there were 9 respondents (29%) that had “Mildly Anxious” level that the range started from 87-107. Fourth, there were 1 respondents (3,2%) in “Relaxed” level that had the range 66-86. Last, there were 3 respondents (9,7%) that had “Very Relaxed” with the range score 33-65.

Most of the students had level in high and middle anxiety (anxious and mildly anxious) it can be seen from the chart above. It means that most students in class VIII.1 difficult to control their anxiety in speaking English. Only 4 respondents are in low level of anxiety (relaxed and very relaxed). It means, just 4 students who can be achieved the best feeling when speak in English.

Comparison of Students’ Speaking Anxiety Based on Their Learning Style

After the researcher got the result of students’ learning style and students’ speaking anxiety level used the questionnaires, the next step the researcher found out the comparison of students’ speaking anxiety based on their learning style. Table 4.5 bellow show the comparison of students’ speaking anxiety based on their learning style.

Table 4.5 Comparison of Students’ Speaking Anxiety Based on Concrete Learners

CONCRETE LEARNERS		
NO	RESPONDENTS	LEVEL SPEAKING ANXIETY
1	AS	Very Anxious
2	ASZ	Mildly Anxious
3	EHS	Anxious
4	FR	Very Anxious
5	NPR	Anxious
6	NAT	Mildly Anxious
7	OMP	Anxious
8	TZ	Mildly Anxious

Table 4.5 showed the comparison of students’ speaking anxiety level based on the students’ who have style “Concrete” in learning. Based on the table above, from 8 students who have style “Concrete” in learning, 2 students (25%) in “Very Anxious” of speaking anxiety level, 3 students (37,5%) in “Mildly Anxious” level of speaking anxiety, 3 students (37,5%) in “Anxious” level of speaking anxiety. It means, the students who have style “Concrete” dominant in “Mildly Anxious and Anxious” in speaking anxiety level.

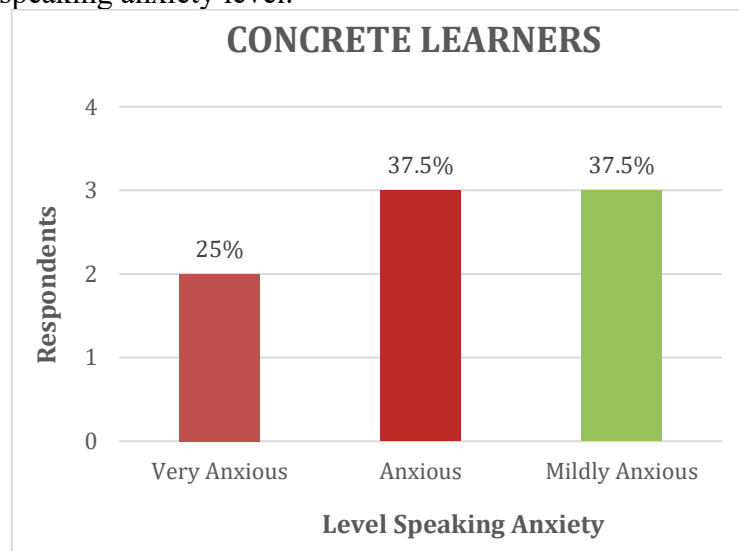


Figure 4.3 Summary Comparison of Students’ Speaking Anxiety Level Based on Concrete Learners

Figure 4.3 showed almost of all students in “Concrete Learners” dominant in “Anxious” (37,5%) and “Mildly Anxious”(37,5%) speaking anxiety level and just little students who dominant in “Very Anxious” (25%) speaking anxiety level.

Table 4.6 Comparisons of Students' Speaking Anxiety Level Based on Analytical Learners

ANALYTICAL LEARNERS		
NO	RESPONDENTS	SPEAKING ANXIETY LEVEL
1	ANE	Mildly Anxious
2	AIR	Mildly Anxious
3	ASN	Very Relaxed
4	MT	Mildly Anxious
5	RIH	Relaxed

Table 4.6 above showed the comparison of students' speaking anxiety level based on the students who have style "Analytical" in learning. This table showed from 5 students who have style "Analytical" in learning, 3 students (60%) in "Mildly Anxious" speaking anxiety level, 1 student (20%) in "Relaxed" speaking anxiety level, and 1 student (20%) in "Very Relaxed" speaking anxiety level. It means, most of the students who have style "Analytical" in learning have "Mildly Anxious" on their speaking anxiety level.

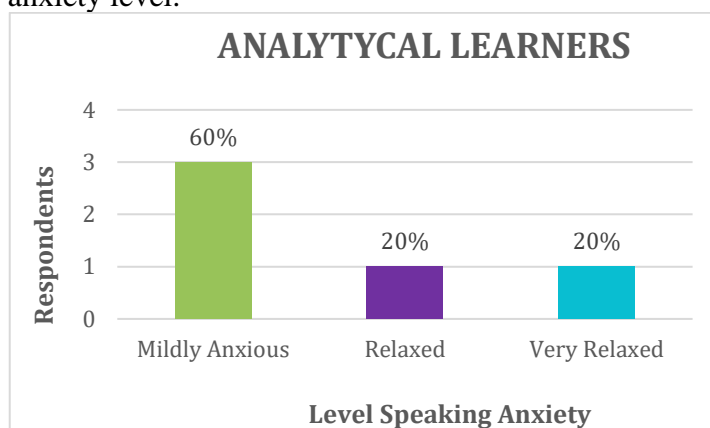


Figure 4.3 Summary of Students' Speaking Anxiety Level Based on Analytical Learners

Figure 4.3 showed most of the students in "Analytical Learners" dominant in "Mildly Anxious" (60%) speaking anxiety level. And just several students who dominant in "Relaxed" (20%) and "Very Relaxed" (20%) speaking anxiety level.

Table 4.7 Comparisons of Students' Speaking Anxiety Level Based on Authority-Oriented Learners

AUTHORITY- ORIENTED LEARNERS		
NO	RESPONDENTS	SPEAKING ANXIETY LEVEL
1	ACAM	Anxious
2	AIR	Mildly Anxious
3	AEF	Anxious
4	AQA	Mildly Anxious
5	BD	Anxious
6	COR	Very Anxious
7	EHS	Anxious
8	FK	Anxious

9	IB	Anxious
10	JF	Very Anxious
11	JPAK	Anxious
12	MZ	Very Relaxed
13	NA	Mildly Anxious
14	NAP	Very Anxious
15	NAT	Mildly Anxious
16	RIH	Relaxed
17	SGV	Mildly Anxious
18	SMC	Anxious
19	TZ	Mildly Anxious
20	WM	Anxious

Table 4.7 showed comparison of students' speaking anxiety level based on the students who have style "Authority- Oriented" in learning. Table above showed from 21 students who have style "Authority- Oriented", 3 students (15%) in "Very Anxious" speaking anxiety level, 9 students (45%) in "Anxious" speaking anxiety level, 6 students (30%) in "Mildly Anxious" speaking anxiety level, 1 student (5%) in "Relaxed" speaking anxiety level, and 1 student (5%) in "Very Relaxed" speaking anxiety level. It means, almost all students who in "Authority- Oriented Learners" have "Anxious" level in speaking anxiety.

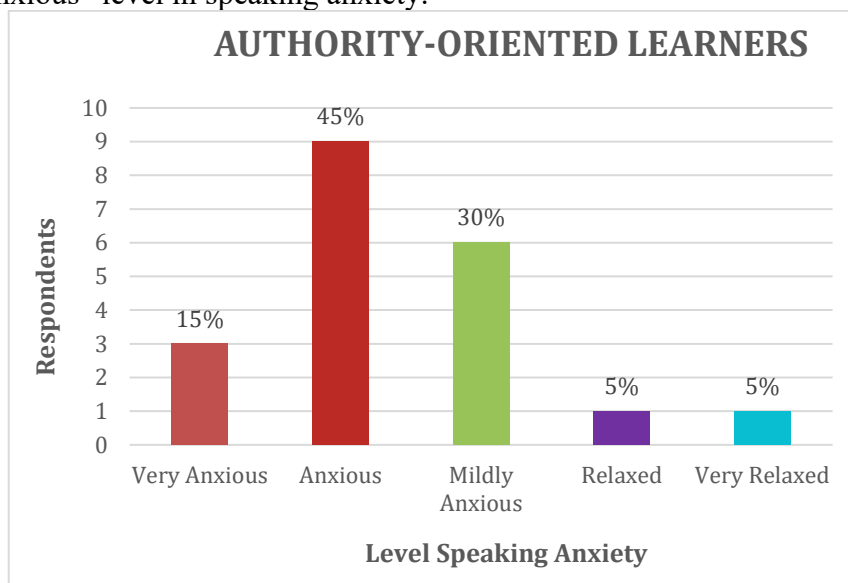


Figure 4.4 Summary of Students' Speaking Anxiety Level Based on Authority-Oriented Learners

Figure 4.4 showed almost of all students in "Authority- Oriented Learners" who dominant in "Anxious" (45%) speaking anxiety level, after that they dominant in "Mildly Anxious" (30%) speaking anxiety level, next they dominant in "Very Anxious" (15%). While, just little students who dominant in "Relaxed"(5%) and "Very Relaxed" (5%).

Table 4.8 Comparisons of Students' Speaking Anxiety Level Based on Communicative Learners

COMMUNICATIVE LEARNERS		
NO	RESPONDENTS	SPEAKING ANXIETY LEVEL
1	HSW	Very Anxious
2	KSP	Very Relaxed
3	MRF	Very Anxious
4	NPR	Anxious

Table 4.8 above, showed the comparison of students' speaking anxiety based on the students who have style "Communicative" in learning. From 4 students who have style "Communicative" in learning, 2 students in "Very Anxious" speaking anxiety level, 1 student in "Anxious" speaking anxiety level, and 1 student in "Very Relaxed" speaking anxiety level. It means, the students in "Communicative" dominant in "Very Anxious" speaking anxiety level.

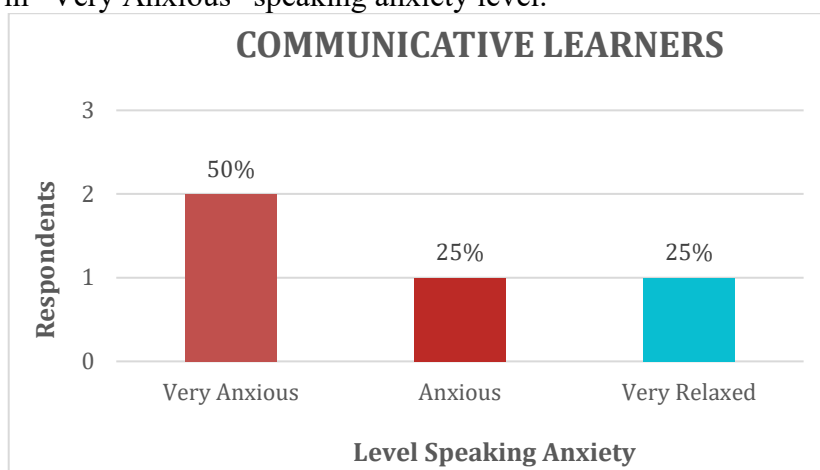


Figure 4.5 Summary of Students' Speaking Anxiety Level Based on Communicative Learners

Figure 4.5 showed most of the students in "Communicative Learners" dominant in "Very Anxious" (50%) speaking anxiety level. While, just little students who dominant in "Anxious" (25%) and "Very Relaxed" (25%) speaking anxiety level.

From the tables and figures above, the researcher found out that the students who have the same characteristic in learning style have different level on their speaking anxiety level.

Discussion

The finding of this research found that students in class VIII.1 of SMP N 29 Padang have different characteristic in their learning style. Based on the theory students' learning style by willing (1988) stated that four characteristic at the students when learning. They were concrete learners, Authority-oriented learners, Analytical learners, Communicative learners. First, Concrete learners were the students comfortable with the something real, for example they prefer to learned English with a video game or watch a movie. Second, Analytical learners were prefer

learned with a high critical thought, for example they happy to analyze grammar of the text book. Third, Authority- Oriented was the students with a character who difficult to studied without a teacher. The students that have this type, they very need a teacher to guided them because their achievement and their success depend on their teacher. And the last was Communicative learners, the students in this type very liked to learned with did a communication. Beside they like to learned with talked, they like to learned with listened.

From 31 students in class VIII.1 of SMP N 29 Padang, there were 8 students (22%) used “Concrete” as their learning syle, 5 students (13%) used “Analytical” as their learning style, 20 students (54%) who used “Authority- Oriented” as their learning style, and just 4 students (11%) who used “Communicative” as their learning style. It means the students in class VIII.1 of SMP N 29 Padang very need the teacher, because the students who dominant in “Authority- Oriented” as their learning style. Students who have learning style “Authority- Oriented” difficult to studied without a teacher, they very need a teacher to guided them and their achievement depend on how the teacher treated them. This result is similar with a research by Havid Ardi (2006) In his research, he found that from 75 students in class XI of SMA N 7 Padang, 54 students (72%) who used “Authority- Oriented” as their learning style. He took SMA N 7 Padang as his place in did a research which was this school on the outskirts of Padang and SMP N 29 Padang also has location on the outskirts of Padang too. But, he didn’t discuss about students’ speaking anxiety level in his research. So that, this research completed the research before with discussed about students’ speaking anxiety level. Beside that, Rivers (1986) also stated that he found many teachers that have the authoritarian way in taught, because the teacher knew many students very depend on their teacher. The more teacher good in taught, the more good the achievement the students got. So that, the teacher is the most of students’ role model in EFL process.

The researcher found out the data of students’ speaking anxiety level. According to Howirtz and Cope (1986) stated that students’ speaking anxiety affected by several factors, such as communication apprehension, test anxiety, and fear of a negative feedback. From the result of students’ speaking anxiety level questionnaire there were 7 students (22,6%) in “Very Anxious” level with the range score started from 124-165, 11 students (35,5%) were in “Anxious” level with the range score started from 108-123, 9 students (29%) were in “Mildly Anxious” level that the range score from 87-107, 1 students (3,2%) was in “Relaxed” level with the range score from 66-86, and 3 students (9,7%) were in “Very Relaxed” level with the range score 33-65.

From the result of the speaking anxiety level above, it showed most of 31 students in VIII. 1 of SMP N 29 Padang were in “Anxious” level that 11 students (35,5%). It means most of the students feel anxious when speaking English during EFL process in class room. The result of this research similar with Darmaila Sari (2017) In her research, she found 71% students of second grade of SMA N 5 Banda Aceh were in “Anxiety” level.

CONCLUSION AND SUGGESTION

Based on the data analysis and the result of the study, the researcher can conclude as followed :

The result of this research showed 8 students using “Concrete” as their learning style (22%), 5 students (13%) have the style “Analytical” in learning, 20 students (54%) in “Authority- Oriented” as their learning style, and, only 4 students (11%) that have style “Communicative” in learning. Most of the students that have Authority-oriented as their learning style. Therefore, it is important for the English teacher has more knowledge to understand their students, because the students very depend on their teacher. The result of the questionnaire show that most the students in VIII.1 of SMP N 29 Padang are in “Anxious” level. There are 7 respondents (22,6%) have “Very Anxious” level. 11 respondents (35,5%) respondents are in “Anxious” level, 9 respondents (29%) have “Mildly Anxious” level, 1 respondents (3,2%) are in the level “Relaxed”, and 3 respondents (9,7%) are in “Very Relaxed”. Many students in “Anxious” when speak in English, because of that the teacher must gives a comfortable condition for the students.

From the result of this research, it can be conclude that in EFL process, the students very need the teacher to teach and guide them. They need the teacher who know and understand what they need, especially the type of their learning style and how the level of their speaking anxiety. So, that the teacher can gives the right treat and gives the comfortable situation that match with their character during EFL process in class.

Even though this study did in a short time with small participants, the information of the findings can be used by the students, teacher, and the next researcher to improve their quality on learning and teaching English especially in speaking skill.

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