STUDENT' ANXIETY IN LEARNING SPEAKING

Yasti Januariza[1]
State Institute for Islamic Studies (IAIN)Batusangkar, West Sumatra Indonesia[1]
yjanuariza@gmail.comsuswatiamor@gmail.com
Suswati Hendriani [2]
State Institute for Islamic Studies (IAIN) Batusangkar, West Sumatra Indonesia[2]
suswatiamor@gmail.com

Abstract

Speaking is one of the important skills that students should master. in order that they are able to deliver their ideas. To master the skill, the students, certainly, should have much practice, should be self-confident, not be nervous, no be anxious, must be brave, enjoy speaking. In reality, many students are too anxious and   do not enjoy learning speaking. They try to finish speaking practices as soon as possible when they get turn to speak or be the last performer. They try to memorize all of materials before entering speaking classes to avoid making a mistake. Unfortunately, the lecturer who teaches Speaking subject, do not know the personality of his students very well. Thus, he forces the students who are not ready yet to speak up. Consequently, they lose their ideas or decide not to speak even when their lecture asks them to do it. Why are the students reluctant to speak was found through a qualitative research. The informants of the research are the students of English Teaching Department of State Institute for Islamic Studies (IAIN) Batusangkar. The technique of data collections are   a open-ended questionnaire and in-depth interview. The results of the research show the causes of the students' anxiety are: fear of mistake, fear of being laughed at or mocked, lack of ability, lack of preparation, lack of practice, lack of vocabulary, lack of self-confidence, lack of conviction, lack of motivation, shyness, not liking the speaking subject, the teacher's teaching   method, and the teachers' attitude and behavior.

Keywords: *cause, student's anxiety, learning , speaking*

1. INTRODUCTION

Speaking seems to be the most important skill of all the four skills (listening, speaking, reading and writing) because people who know a language are usually referred to as speakers of that language (Ur, 1996). The major goal of all English language teaching should be to give learners the ability to use English effectively, accurately in communication (Davies & Pearse, 1998). In other words, they are expected to be able to communicate or speak English as a foreign language being learned. Unfortunately, many foreign language students are reluctant to speak English even though the students are expected to be able to convey meaning through producing verbal utterances systematically (Bailey, 2008); can do the verbal use of language to communicate with others (Fulcher, 2003).

In fact when learning to speak, there are some students who often get a problem, especially, having the feeling of anxiety. If the negative feeling is allowed to grow in the students, they will not be able to communicate their thoughts, ideas, and feeling by using the new language they are learning. Therefore, the causes of   anxiety in the students must be found out since "Anxiety is a complex and multi dimensional phenomenon (Young, 1991: cited in Onwuegbuzie et al, 1999) and can be defined as "a subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the automatic nervous system" (Mcintyre & Gardner, 1994: cited in 1999). Additionally, American Psychological Association (2015) defines anxiety as "an emotion characterized by feeling of tension, worried thoughts, and physical changes. Wooten (2008) also views anxiety as "a negative mood of apprehension accompanied with physiological characteristics."

Based on some above definitions of anxiety, a conclusion can be drawn: anxiety in learning can hinder the students from speaking. This article, therefore, is aimed at describing the causes of anxiety felt by the English Teaching Department students' of State Institute for Islamic Studies (IAIN) Batusangkar in learning speaking.

2. REVIEW RELATED THEORIES
a. Student's Anxiety in Learning Speaking

Anxiety is a feeling of tension, apprehension and nervousness associated with the situation of learning a foreign language (Horwitz et all cited in Nascente,2001). The fact that anxiety plays an important role in students' learning is also shared by other researchers like Horwitz (1991) as cited in Sylvia and Tiono (2004).He believes that anxiety about speaking a certain language can affect students' performance. It can influence the quality of oral language production and make individuals appear less fluent than they really are. This explanation suggests that teachers should make an attempt to create a learning atmosphere which gives students more comfortable situations in their learning activity. It is mentioned in the literature that, naturally, to speak means to produce some words representing one's ideas. It is a process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety ofcontexts (Chaney, 1998 in Kayi, 2006). In line with this issue, there have been some relevant researches conducted. Burns and Joyce in Nunan (1999); Schwartz (2005); and Thornbury (2005) argue that psychological factors such as anxiety or shyness, lack of confidence, lack of motivation, and fear of mistakes are the factors commonly that hinder students from speaking. The same finding is also shared by another research conducted by Ballard (1996, in JIN Yan-hua, 2007) who finds that students fail to join in the English discussion because of their vocabulary problems and fear of making mistakes resulting in their inability to speak English well. In addition, she says that students find speaking English a stressful activity especially if they have to perform something using English. The finding above confirms the results of this study as will be explained in part of the result findings.

b. Causes of Students' Anxiety in Learning

There are several causes of students' anxiety in learning. The first one is the students' lack of confidence. It is commonly understood that students' lack of confidence usually occurs when students realize that their conversation partners have not understood them or when they do not understand other speakers. In this situation, they would rather keep silent while others do talking showing that the students are lack of confidence to communicate. In response to this, Tsui cited Nunan (1999) says that student who lack of confidence about themselves and their English necessarily suffer from communication apprehension. This shows that building students' confidence is an important part of teacher's focus of attention. This means that the teacher should also learn from both theories and practical experience on how to build the students' confidence.The cause of students' lack of confidence also deals with the lack of encouragement from the teacher (Brown, 2001). In this context, many teachers do not think that convincing students that they are able to speak English is important. As a result, as Brown adds, students find the learning demotivating rather than motivating.This suggests that encouragement becomes a vital thing in order to build the students' confidence. Therefore, giving students encouragement and showing that they will be able to communicate well in English plays a role in students' success of learning.

The third cause of the students' anxiety in learning is their lack of motivation. Nunan (1999) stresses that motivation is important to notice in that it can affect students' reluctance to speak in English. In this sense, motivation is a key consideration in determining the preparedness of learners to communicate. Zua (2008) further adds that motivation is an inner energy.She says that no matter what kinds of motivation the learners possess it will enhance their study interest. It has been proven in many studies that students with a strong motivation to succeed can persist in learning and gain better scores than those who have weaker motivation of success showing that building students motivation to learn is urgent for every teacher.

Gardner in Nunan (1999) elaborates the causes of the students' lack of motivation e.g. uninspired teaching, boredom, lack of perceived relevance of materials and lack of knowledge about the goals of the instructional program. These four, as he further says, very often become source of students' motivation. Uninspired teaching, for example, affects students' motivation to learn. In this context,a monotonous teaching, in many cases, reduces the students' motivation dueto their feeling of boredom. This shows that paying attention to those four factors is vital.

In response to the issue of motivation, Babu (2010) argues that lack of motivation in learning causes students' hesitation to speak English in the classroom. He says that the background of this situation is that students are not motivated by the teachers towards the communication in English. In

line with what Babu says, Siegel (2004) in Aftat (2008) believes that motivation is a product of good teaching. In his further explanation, Aftat emphasizes that to motivate students to learn well and actively communicate in English, teachers should have passion, creativity and interest in their students. In other words, students' motivation is really influenced by the teachers' teaching performance. Therefore, it is important that teachers also show enthusiasm in their teaching performance.

Fear of mistake becomes one of the main factors of students' reluctance to speak in English in the classroom (Tsui in Nunan,1999; Yi Htwe, 2007; Robby, 2010). In addition, this is also much influenced by the students' fear of being laughed at by other students or being criticized by the teacher.As a result, students commonly stop participating in the speaking activity (Hieu, 2011). Therefore, it is important for teachers to convince their students that making mistakes is not a wrong or bad thing because students can learn from their mistakes.

Students' fear of making mistake in speaking English has been a common issue especially in an EFL context like in Indonesia. As argued by Middleton (2009), most EFL students are afraid of trying and of speaking in a foreign language they learn. In this context, as he adds, students do not want to look foolish in front of the class. In some other cases, they also worry about how they will sound, and are scared of sounding silly and so on.

Shyness is an emotional thing that many students suffer from at some time when they are required to speak in English class. This indicates that shyness could be a source of problem in students' learning activities in the classroom especially in the class of speaking. Therefore, paying attention on this aspect is also quite important in order to help the students do their best in their speaking performance in the classroom (Gebhard, 2000). In line with this, Baldwin (2011) further explains that speaking in front of people is one of the more common phobias that students encounter and feeling of shyness makes their mind go blank or that they will forget what to say. This theory is also supported by the result of this research in which most students fail to perform the speaking performance at their best. As they say, their inability to show their ability in speaking is also influenced much by their feeling of shyness. In other words, it can besaid that shyness plays an important role in speaking performance done by the students.

Bowen (2005) and Robby (2010) argue that some shy learners are caused by their nature that they are very quiet. In this case , the students are not very confident and tend to be shy because most of them find it very intimidating when speaking English in front of their friends and teacher. In addition, Saurik (2011) indentifies that most of English students feel shy when they speak the language because they think they will make mistakes when they talk. They are also afraid of being laughed at by their peers. This fact is also found in the data of this study that students' shyness is their perception on their own ability. In this sense, they are afraid of being laughed at by their friends due to their low ability in speaking English.

3. METHOD
a. Subject of the Research
This study was conducted at English Teaching Department of State Institute for Islamic Studies (IAIN) Batusangkar especially to the fourth semester students. The participant of the study was selected by applyin *purposive sampling technique*. There were two reasons why they were chosen to be subject of the study. *First*, they have been learning *Speaking* for more than three semesters. *Second*, many students are not interested in *Speaking* subjects. *Third*, many students are to show their performance in front of the class. It can be seen from their reaction when they are asked to do it. They are oftenfeel scared if they make do a mistake. Besides, when speaking in front of the class, many students speak in a hurry because they do not enjoy speaking it. For these reasons, these paticipants were chosen, and all the students willingly agreed to participate in the study.

b. Material and Design
To investigate the students' anxiety in speaking subject, the data were collected through a mixed-questionnaire and in-depth interview. To collect the data, the students are asked to fill the questionnaire first. To collect some more data and to ensure whether the data has trustworthiness, in-depth interview was performed to the subjects of the research. The design of the reseach is a qualitative one.

c. Technique of Data Analysis

Qualitative data collected through interview and open-ended items of the questionnaires were analyzed by applying the technique as suggested by Miles and Huberman (1984: 21-22) which included three flows of activities. They were data reduction, data display, and drawing conclusion and verification.

d. Technique of Checking Data Trustworthiness

To check data trustworthiness, triangulation was done. In the research, method triangulateion was applied. Therefore, the data collected through the questionnairre were compared with those collected through in-depth interview. Besides, the data collected through the questionnaire were compared with the results of observation. Reseach finding and discussion this study show that most student are anxiety in speaking and it is because of several factors : fear of make a mistake.

e. Procedure

To collect the data of the research, an open-ended questionnaire was distributed the to the subjects of the research. The questionnaire was constructed by using bahasa Indonesia in order to make it easy for the informant to answer the questions. Then it was followed up with in-depth interview to them. The interview was conducted one-to-one in an empty classroom. The interviewees were informed that their data would be the secret of the researcher. Therefore, they were asked to tell the truth. After the administration of the questionnaire and conducting the interviews, it was time to do analysis.

The questionnaire that was used to collect the data of the research is presented below.

The questionnaire

Nama :
Kelas :
1. Bagaimanakah pendapat saudara tentang mata kuliah speaking ?...
2. Apakah saudara pernah mengalami kecemasan atau kesulitan dalam mengemukakan ide pada pembelajaran speaking ?
....
3. Apakah penyebab saudara mengalami kecemasan atau kesulitan dalam mengemukakan ide – ide pada pembelajaran speaking ?
....
4. Apakah metode pembelajaran speaking yang saudara tidak sukai ?
.... Kenapa saudara tidak menyukai metode pembelajaran seperti yang disebutkan pada nomor 4 ?
....
5. Apa yang saudara lakukan untuk mengatasi kecemasan atau kesulitan dalam mengemukakan ide pada pembelajaran speaking ?
....

---

4. RESULT AND DISCUSSION

The results of the research show the 50% of the subjects feel anxious in learning speaking. When teaching speaking, the teacher should be aware of the fact that the students' anxiety is the biggest problem in speaking. This awareness is highly needed since encouraging environment in classroom in which students need to feel ease or comfortable is one of the supporting factors to make students to speak as Gebhard (2000) argues.

The causes of the students' anxiety are: (1) the students' fear of mistake, (2) their feeling of fear of being laughed at or mocked by other students, (3) the students' lack of ability, (4) the students' lack preparation, (5) the students' lack of practice, (6) the students' lack of vocabulary, (7) the students' lack of self-confidence, and (8) the students' lack of conviction, (9) the students' lack of

motivation, (10) the students' shyness, (11) the students' not liking the speaking subject, (12) the teacher's method of teaching, and (13) the attitude and the behavior of the speaking lecturer.

The findings of the research are in line with some researches previously conducted. Kurtus (2001) and Frank Middleton (2009) report that students are afraid of making mistake because they are worry that their friends will laugh at them and receive negative evaluations from their peers if they make mistake in speaking English. Moreover, Liu (2007); MacIntyre & Gardner (1989) as cited in Zhou (2004) argue that the students' error and afraidness of being evaluated either their peers or their teacher are the causes of anxiety that make students very anxious in learning oral English. Regarding this, teachers should create a supporting learning atmosphere in which students can build their confidence and learn cooperatively each other so that teaches can minimize derision among them. Besides, it is very necessary for the teachers to convince their students not to be worried about expressing their ideas since the language is a foreign language and that everyone in the class is also studying the language. Zua (2008) suggests that the students' mistakes in communication will become the key to carry out a communication. Thus, she argues if the teachers correct their students' errors at an unsuitable time, they will lose their confidence. Therefore, the teachers are also suggested to help their students to develop their self confidence in order to be able to speak in English class as what the students mentioned above.

Not knowing the meaning of words or sentences can make students feel anxious to speak. Having limited vocabularies, students find it difficult to convey what they wanted to say. This condition can create students' anxiety resulting in their reluctance to speak (Gebhard, 2000).

Brown (2001); Eli, 1986 as cited in Keramida (2009) state that students lack confidence and feel that they cannot speak English because they think that they do not have the ability to speak English well and their limited knowledge of the language. This kind of feeling, for sure, hinders them from trying to speak English. The teachers, therefore, should concern with this issue, since it will influence students' achievement and participation as Han (2010) and Kubo (2009) note. Furthermore, Kubo(2009) adds that to build students' confidence to speak English, teachers can provide regular opportunities to practice proper pronunciation and intonation, and to converse freely, thus it will make students experienced a greater sense of ability to speak English. Therefore, teacher should create a comfortable atmosphere in which learners are encouraged to talk in English and are praised for talking. In other words, the students need to know that teacher does not expect them to speak English perfectly. Besides, the English teacher should realize that it takes time and effort for the students to learn to converse in English

Moreover Gardner in Nunan (1999) and Babu (2010) stress that motivation is a product of good teaching, not its prerequisite, students are unmotivated and unwilling to speak English in the classroom among others are because uninspiring teaching and lack of appropriate feedback. Therefore, teacher should concern about this issue since motivation is a key consideration in determining the preparedness of learners to communicate (Nunan, 1999).

Lack of motivation has also been reported to happen among students. Regarding this, several solutions to overcome students' lack of motivation. In order to help their students to overcome their lack of motivation, Dornyei (2001) in Pinter (2006) suggests four stages that can encourage students' motivation, as follows: The first stage is to create motivating condition for learning. This means that the English teachers should create a pleasant and supportive environment in the classroom. The second stage is to introduce initial motivating techniques by creating materials that are relevant for the students. The next stage is to take care to maintain and to protect students' motivation by offering stimulating activities and fostering self-esteem, self confidence, and co-operation among students. The last stage is to turn evaluation and feedback into positive experiences.

Shyness is another source of the students' anxiety. Related to this, one way to overcome students' shyness is to give students to take opportunity to practice a lot. It will improve their skills of speaking. This condition for sure will make them get used to try to speak (Yeon Lim, 2003).

Providing the students with positive reinforcement, give them motivation and create an ease environment in class are important to be noticed since it can lower students' anxiety, increase their confidence, and encourage their willingness to communicate (Noon-ura, 2008; Kitano, 2001 cited in Keramida, 2009).

ISELT-4
2016

5.CONCLUSION

Based on the findings of the research, it can be concluded that the students' anxiety is caused by the students' themselves and the lecturer who teaches the the Speaking subjects. The causes that derive from themselves namely: the students' fear of mistake, their fear of being laughed at or mocked by other students, the students' lack of ability, the students' lack preparation, students' lack of practice, the students' lack of vocabulary, the students' lack of self-confidence, the students' lack of conviction, the students' lack of motivation, the students' shyness, and the students' not liking the speaking subject. The causes that derive from the outside namely: the teacher's method of teaching, and the attitude and the behavior of the speaking lecturer. Based on the condition, it is suggested that the students manage their own feelings, thoughts, and perception if they want to be free of the feeling of anxious in learning speaking.

REFERENCES

Aftat, Mokhtar. (2008), Motivation and Genuine learning. [Online] Available:http://www.englishteacher1.com/motivation.html

American psychological association (2015). *Anxiety*. Retrieved from www.apa.org/topics/anxiety/

Babu, Ramesh, (2010), Teaching Spoken English for Non-native Students: Problems, Solutions andTechniques.[Online]Available:http://www. eltweekly .com/eltnewsletter/2010/06/60-article-teaching-spoken-english-for-non-native-students-probl ems-solutions-and techniques-by-a-ramesh-babu/.

Bailey, P., Daley, C. E., & Onwuegbuzie, A. J. 1999. Foreign language anxiety and learning style. *Foreign Language Annals, 32/1, 63-76*.

Baldwin, Caroline, (2011). How to Overcome Shyness During an Oral Presentation. [Online] Available:http://www.ehow.com/how_7852354 _ overcome-shyness-during-oralpresentation.html

Bowen, Tim, (2005), Methodology: Shy Students; An Article Offering Suggestions And Advice On TeachingShyStudents.[Online]Available:http://www. onestopenglish.com/support/ask-the-experts/methodology questions/ methodology-shy-students/146385.article

Brown, H.D. (2001). *Teaching by Principles. An Interactive Approach to Language Pedagogy*. Englewood Cliffs:Prentice Hall

Davies, P., & Pearse, E. (2000). *Success in English Teaching*. . Oxford University Press

Fulcher, G. (2003). *Testing second language speaking*. New York: Taylor & Francis.

Gebhard, G.J. (2000). *Teaching English as a Foreign or Second Language*. USA: The University of Michigan Press.

Han, Eunhee. (2010). Academic Discussion Tasks: A Study of EFL Students' Perspectives. *Asian EFL Journal*, Volume 9, Number 1, pp.9

Hieu, Trung, (2011), Students Lack Confidence To Use English. [Online] Available:Horwitz, Elaine. K., & Horwitz, Michael. B. (1986). Foreign Language Classroom Anxiety.http://vietnamnews.vnagency.com.vn/ alk- Around-town/212262/Students-lack-confidence-to-use-English.html

Kayi, Hayriye, (2006), Teaching Speaking: Activities to Promote Speaking in a Second Language. [Online]Available: http://iteslj.org/Techniques/Kayi-TeachingSpeaking.html (March 19, 2010)

Keramida, Areti. (2009). Helping Students Overcome Foreign Language Speaking Anxiety in the English Classroom: Theoretical Issues and Practical Recommendations. *International Education Studies Journal*. Vol.2,No 4

Kubo, Michael, (2009), Extensive Pair Taping For College Students In Japan: Action Research In Confidence And Fluency Building. Accents Asia [Online] Available: http://accentsasia.org/3-1/kubo.pdf

Kurtus, R, (2001), Overcome the Fear of Speaking to Group. [Online] Available: http://www.school-for-champions.com/speaking/fear.htm

MacIntyre P, Gardner RC. 1994. 'The Stable Effects of Language Anxiety on Cognitive Processing in the Second Language', LanguageLearning, Vol. 44 (2), 283-305

Middleton, Frank, (2009), Overcome Your Fear Of Speaking Foreign Languages. [Online] Available: http://www.eslteachersboard.com/cgi-bin/language/ index.pl?page=2;read=1071

Miles, Mathew. B dan Huberman, A. Michael. 1984. *Qualitative Data Analysis*. Los Angeles: Sage Publications, Inc.

Nascente, Renata Maria M, (2001), Practical Ways to Help Anxious Learners. [Online] Available:http://www3.telus.net/linguisticsissues/anxious.html

Nunan, D. (1999). *Second Language Teaching & Learning*. USA. Heinle&Heinle Publisher

Pinter, A. (2006). *Teaching Young Learners*. Oxford: Oxford University Press.

Robby, S, (2010), Conquer Your Fear of Making Mistakes when Speaking English. [Online] Available:http://englishharmony.com/conquer-fear-of-making-mistakes-when-speaking-engli sh/ (March 15. 2011)

Saurik. (2011). *Learning English The Easy way!*. [Online] Available: http://guides.wikinut.com/Learning-English-The-Easy-Way!/2wuchx26/

Thornbury, S. (2005). *How to Teach Speaking*. Essex: Pearson Education Limited.

Tiono, Nani I and Sylvia, A. (2004). The Types of Communication Strategies Used by Speaking Class Students

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

Wooten, R. H. (2008). Mental health issues for Athletic trainers. In J. M. Mensch and G. M. Miller (Eds.), *The athetic trainer's guide to psychology intervention and referral*. (pp.197-218). Thorofare: Slack Incorporated.

Yan Hua, Jin. (2007). *Investigating the Difficulties in Speaking English for Academic Purposes; A Case Study ofan Overseas Chinese Student*, Apr. 2007, Volume 4, No.4 (Serial No.40) China: Sino-US English Teaching.

Zhiping Diao, ShamalaParamasivam. (2013) *Anxiety of speaking english in class among international Students in a malaysian university vol. 1 no.11*

Zhou, Ning. et all. (2004). How English As A Second Language Affects Chinese Students Giving Presentations During Class In U.S. *A Thesis Proposal. Graduate School of Marietta College.*

Zua, Li. (2008). *Exploring the Affective Factors Influencing Teaching of Spoken English.*[Online] Available:http://okarticle.com/html/Thesis/ 20080104 /26.html