

AN ANALYSIS OF THE ANXIETY IN SPEAKING PERFORMANCE OF THE THIRD SEMESTER STUDENTS OF ENGLISH STUDY PROGRAM FKIP UNIVERSITAS RIAU

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Abstract: *This research is aims to find out the levels of students' speaking and the dominant type of anxiety that occurred in speaking performance of the Third Semester Students of English Study Program Fkip Universitas Riau. The research design of the research was quantitative descriptive research and the population of the research was third semester students of English study program fkip Universitas Riau. Thus, 30 participants selected from the third semester students of English Study Program Universitas Riau by using a proportional sampling technique. The data were collected through questionnaire. The questionnaire was adapted from FLCAS (Foreign Language Classroom Anxiety Scale) designed by Horwitz et al (1986). The result of the questionnaire shows that the students' speaking anxiety is overall in the anxious level. There were six students (20%) in the level of very anxious, thirteen students (43.3%) in the level of anxious, nine students (30%) in the mildly level, one student (3%) in the relaxed level, and also one student (3%) in the level very relaxed. The result from grouping based on FLCAS type found that "test anxiety" was the main factor that causes students to feel anxious about 18 (60%) students, followed by the "communication apprehension" factor became the second factor with 16 (53%) students, then the last factor was "fear of negative evaluation" with 16 (53%) students. It concludes that the highest anxiety scale that occurs in "anxious" caused by test anxiety.*

Key Words: *Analysis, Speaking, Anxiety In Speaking Performance.*

ANALISIS KECEMASAN BERBICARA MAHASISWA SEMESTER KETIGA PROGRAM STUDI BAHASA INGGRIS FKIP UNIVERSITAS RIAU

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Abstrak: Penelitian ini bertujuan untuk mengetahui tingkat kecemasan berbicara dan jenis kecemasan dominan yang terjadi pada saat berbicara pada Mahasiswa Semester III Program Studi Bahasa Inggris Fkip Universitas Riau. Desain penelitian dalam penelitian ini adalah penelitian deskriptif kuantitatif dan populasi penelitian adalah mahasiswa semester tiga program studi bahasa Inggris fkip Universitas Riau. Dengan demikian, 30 peserta dipilih dari mahasiswa semester tiga Program Studi Bahasa Inggris Universitas Riau dengan menggunakan teknik proporsional sampling. Pengumpulan data dilakukan melalui kuesioner. Kuesioner diadaptasi dari FLCAS (Skala Kecemasan Kelas Bahasa Asing) yang dirancang oleh Horwitz et al (1986). Hasil angket menunjukkan bahwa kecemasan berbicara mahasiswa secara keseluruhan berada pada level “cemas”. Ada enam mahasiswa (20%) berada pada level “sangat cemas”, tiga belas siswa (43,3%) berada pada level “cemas”, sembilan siswa (30%) berada pada level “agak cemas”, satu siswa (3,3%) berada pada level “santai”, dan juga satu siswa (3,3%) berada pada level “sangat santai”. Hasil pengelompokan berdasarkan jenis FLCAS ditemukan bahwa “kecemasan ujian” merupakan faktor utama yang menyebabkan mahasiswa merasa cemas sebanyak 18 (60%) mahasiswa, selanjutnya diikuti oleh faktor “ketakutan komunikasi” yg menjadi faktor kedua dengan 16 (53,3%) mahasiswa, kemudian faktor terakhir adalah “takut akan evaluasi negatif” dengan 16 (53,3%) mahasiswa. Dengan itu dapat disimpulkan bahwa skala kecemasan tertinggi yang terjadi pada kondisi “cemas” disebabkan oleh kecemasan ujian.

Kata Kunci: Analisis, Berbicara, Kecemasan Kinerja Berbicara.

INTRODUCTION

English is an international language that must be mastered by anyone, including students in Indonesia, especially students who major in English. In learning English, there are four basic skills that students must master, namely speaking, listening, reading, and writing. One of the most important linguistic skills in direct communication is speaking. It is an active activity carried out by a person to communicate with others to express ideas, feelings, and opinions. Some of the things that are obtained in talking such as sharing information, solving problems, maintaining social relationships, and friendship. Talking is used by people almost all the time to interact with other people. Therefore, it is an important skill that English as a foreign language (EFL) students should master.

According to Harmer (1998), speaking is the ability to speak fluently provided that it is capable of supposing knowledge of the characteristics of language and also the ability to process information properly and clearly. However, for foreign language learners, speaking English is not an easy thing to practice. Students go through many processes and types of learning in the target language. During this process, students are faced with internal and external factors that follow their positive and negative impacts on the English learning process. Feelings of anxiety, fear of doing something, embarrassment, nervous are some of the obstacles for students in speaking.

Based on informal interviews done by the researcher in May 2020, the researcher found student speaking difficulties by conducting informal interview with several students of the Riau University FKIP English Study Program. The researcher asked some students about their difficulties speaking English, particularly in class. Then the researcher delivered a message, and the students responded to the questions by sending voice notes. The researcher then typed it down on blank paper and summarized the students' responses. They still had difficulty speaking properly, it was discovered. The issue was that they still felt anxious and hesitant when giving a speech, such as when delivering material during a class presentation. Not only that, but the majority of them still have difficulty expressing their thoughts. For example, they may have prepared a well-prepared concept prior to performing, but when speaking, they lose concentration and even forget about the well-prepared concept. Due to a lack of confidence in their life, they even turn in other directions, including such looking at walls, roofs, and doors. As future teachers, students must be able to communicate well with others because they will be teaching directly to their students later. As a result, the root of their public speaking troubles is their inability to develop self-confidence and overcome their fear of speaking especially in public. It's referred to as "speaking anxiety" by the researcher.

Horwitz et al (1986), as cited in Toubot et al. (2018) stated that anxiety is the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system. Each student has a different psychological condition, some students can speak confidently in front of the class, and they are also students who cannot speak well because they are shy and nervous. As Horwitz et al (1986) have eloquently stated "*The subjective feelings, psycho-psychological symptoms, and behavioral responses of the anxious foreign language learners are essentially the same as for any specific anxiety*". They experience events of anxiety and fear. They have difficulty concentrating, become forgetful, sweaty, and have a racing heart. They always avoid like skipping class and delay doing homework. In English, there is often

anxiety in interacting with other people. This becomes a problem for students because it is a weakness for them to speak in front of class.

RESEARCH METHODOLOGY

Participants of the research

According to Arikunto (2006), the sample is representative of the entire population to be studied if the subject is less than 100 it is better to take all samples so that the research is a population study, and then if the number of subjects is bigger than 100 can be taken between 10-15% or 20-25% or more. In this research, the researcher used the proportional sampling technique and the sample used in this research is 25% of the total population of 119x25%, so the total from this sample is 30 students. The participants of this research were the third semester students of English Study Program Universitas Riau. The sample was selected by using a proportional sampling technique. The number of the sample is 30 students.

The Data Collecting Technique

To collect the data, it is necessary to use questionnaire. The questionnaires were adapted from FLCAS (Foreign Language Classroom Anxiety Scale) suggested by Horwitz et (1986). The result of the test is to find out the levels and the dominant type of speaking anxiety of the third semester students of English Study Program FKIP Universitas Riau. The researcher distributed questionnaire via Google Form and the students filled the questionnaire by choosing one of five options. The data collection was held on 04 October to 15 October 2020.

Data Analyzing Technique

This research used questionnaire to collect data in order to find out the levels and the dominant type of speaking anxiety of the third semester students of English Study Program FKIP Universitas Riau. To get the levels and the dominant type of students' speaking anxiety, there are several steps done by the researcher.

The likert's scoring scale table to measure students' anxiety level using FLCAS is shown below:

Table 1. Likert's Scoring Table Adopted from Horwitz et al. (1986)

Statement	Scoring				
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Positive	1	2	3	4	5
Negative	5	4	3	2	1

Further, the data were calculated manually with range of score started from 33 up to 165. After the researcher found the result of each students' anxiety level, it will categorized into some levels started from "Very Relaxed", Relaxed, "Mildly Anxious", "Anxious", and "Very Anxious".

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Table 2. FLCAS Anxiety Scale Adopted from Oetting's Scale

RANGE	LEVEL
124-165	Very Anxious
108-123	Anxious
87-107	Mildly Anxious
66-86	Relaxed
33-65	Very Relaxed

In FLCAS, there are three main types of causes of foreign language classroom anxiety: communication apprehension, test anxiety, and fear of negative evaluation. (Horwitz et al, 1986).

After knowing the levels of the anxiety, the results were converted into a percent. The question with the high percent is to find out the dominant type of students' anxiety.

Research Findings

In this research, the researcher got the data from the third semester students of English Study Program FKIP Universitas Riau with used FLCAS questionnaires that have been distributed to all respondents. Afterwards, the researcher gets the descriptions of the final result.

Levels of Speaking Anxiety

The result of the questionnaire is presented below. The result shows that the levels of speaking anxiety experienced by the students varied ranging from very relaxed to very anxious.

Horwitz et al. (1986) have developed FLCAS to measure the amount of anxiety by students. The scale has 33 items scored on a 5-point Likert Scale ranging from strongly agree; agree; neutral; disagree and strongly disagree.

Table 3. The Levels of Students' Speaking Anxiety

No.	Level of Anxiety	Frequency	Percentage
1	Very Anxious	6	20%
2	Anxious	13	43%
3	Mildly Anxious	9	30%
4	Relaxed	1	3%
5	Very Relaxed	1	3%
	Total	30	100%

Based on the table above, the researcher found 6 Students (20%) who experience “Very Anxious” level with a range score of 124-165, 13 Students (43%) who experience “Anxious” level with a range score of 108-123, 11 Students (37%) who experience “Mildly Anxious” level with a range score of 87-107, 1 student (3%) who experience “Relaxed” level with a range score of 66-86, and 1 student (3%) who experience “Very Relaxed” level with a range score of 33-65.

From the table above can be seen that dominant anxiety scale that occurred in “Anxious”, it means that many students experience in mildly anxious, very anxious and only 1 student each “relaxed” and “very relaxed”.

b. The Dominant Type of Anxiety that Occured in Speaking Performance

Table 4. The Dominant Type of Anxiety

No.	Types of Anxiety	Frequency	Percentage
1	Communicative Apprehension	18	60%
2	Test Anxiety	16	53%
3	Fear of Negative Evaluation	16	53%
Total		30	100%

According to the data result of type based FLCAS grouping it found that “test anxiety” is the main factor that causes students to feel anxious about 18 (60%) students, the number of statement is 16 “even if I am well prepared the topic for speaking performance, I still feel anxious about it” by which “agree”. After that, the Communication Apprehension factor became the second factor with 16 (53%) students, then the last factor was Fear of Negative Evaluation with 16 (53%) students.

Discussion

To answer the first question about speaking anxiety in class, the result show that out of 30 students there were six students (20%) in the level of very anxious, thirteen students (43%) in the level of anxious, nine students (30%) in the mildly level, one student (3%) in the relaxed level, and also one student in the level very relaxed. It can be concluded that the students’ speaking anxiety is overall in the anxious level. There where still many students who have a problem in reducing anxiety. Only two students were at a low level of anxiety (relaxed and very relaxed), these students can cope with the anxiety when they have to perform something in English. In the second research question, the researcher asked about the dominant type of anxiety that occurred in speaking class.

From the table 4.5, 4.6, 4.7, which describes communication apprehension, test anxiety, and fear of negative evaluation, it can be concluded that the dominant type of anxiety in classroom is test anxiety in number 16 “even if I am well prepared the for my speaking performance, I still feel anxious about it” by which “agree”. Students’ performance in the speaking class is not only graded by the lecturer, but is commented

by students in the same classroom as well. Being calm while speaking in front of the class is a dream for all students, talking without being nervous. But they still couldn't avoid it, even though they had prepared the topic well, they still felt anxious when speaking in front of the class. It is because students feel afraid if they make mistakes in English, it could be because of fear of punishment and laughed by the other students so that before being called by the teacher students feel anxious and students feel other students are better so their subconscious feeling always emphasize that other students are better.

CONCLUSION AND RECOMMENDATIONS

Conclusion

This research was conducted by the researcher to know the anxiety of the students in speaking performance by the third semester students of English Study Program FKIP Universitas Riau. Based on the result of the data analyzed the researcher makes conclusion based on five components of level anxiety: very anxious, anxious, mildly anxious, relaxed, and very relaxed. The students' speaking anxiety is overall in the anxious level. There were still many students who have a problem in reducing anxiety. Only two students were at a low level of anxiety (relaxed and very relaxed), these students can cope with the anxiety when they have to perform something in English. While the result of the dominant types of anxiety based on FLCAS was found that "test anxiety" is the main factor that causes students to feel anxious about 18 (60%) students, the number of statements is 16 "even if I am well prepared the topic for speaking performance, I still feel anxious about it" by which "agree". After that, the Communication Apprehension factor became the second factor with 16 (53%) students, then the last factor was Fear of Negative Evaluation with 16 (53%) students.

Recommendations

Based on the result obtained and the conclusion in this research, the researcher would like to propose some recommendations. First, to overcome students' anxiety, teachers should create a comfortable situation for a speaking class. It will help students to feel more relaxed to express their idea through speaking. The teachers should be more aware of the factors that can increase students' anxiety in speaking and try to find the best strategy to overcome them. In line with it, students also need to find out the factors that contribute to speaking anxiety and find the best way to cope with them. And the last one is students need to do more practice in speaking English.

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