A STUDY ON STUDENTS' ANXIETY IN SPEAKING 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 occured in speaking performance of the Third Semester Students of English Study Program FKIP Universitas Riau. The population of this research was 113 students which divided into 6A, 6B and 6C class as total number of the third year English Study Program Students of Universitas Riau. The researcher used cluster random sampling to choose the sample and 6B class had been chosen as the sample of the research which was made up of 30 students. The researcher used a questionnaire to collect the data containing 3 types of anxiety. There were 30 items for questionnaire of speaking anxiety. 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 in the anxious level. There were five students (12,82%) in the level of very anxious, twenty-seven students (74,36%) in the level of anxious, five students (12,82%) in the mildly level, zero student (0%) both in relaxed also very relaxed level. It concludes that the highest anxiety scale that occurs in "anxious" caused by test anxiety.*

Key Words: Speaking, Anxiety, Speaking Anxiety

PENELITIAN MENGENAI KECEMASAN BERBICARA MAHASISWA 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 saat berbicara pada Mahasiswa Semester III Program Studi Bahasa Inggris Fkip Universitas Riau. Populasi dari penelitian ini adalah 113 siswa yang terbagi dalam kelas 6A, 6B dan 6C sebagai jumlah total dari siswa tahun ketiga Program Studi Pendidikan Bahasa Inggris Universitas Riau. Peneliti menggunakan *cluster random sampling* untuk memilih sampel dan kelas 6B terpilih menjadi sampel dengan jumlah sisa sebanyak 37 siswa. Peneliti menggunakan kuisioner yang mengandung 3 tipe kecemasan. Kuisioner yang digunakan terdiri dari 30 pertanyaan. 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 lima mahasiswa (12,82%) berada pada level "sangat cemas", dua puluh tujuh siswa (74,36%) berada pada level "cemas", lima siswa (12,82%) berada pada level "agak cemas", tidak ada siswa (0%) berada pada level "santai" dan juga "sangat santai".

Kata Kunci: Berbicara, Kecemasan, Kecemasan Berbicara

INTRODUCTION

As an instrument of communication, language is used to transfer information, ideas, and feelings from one person to another. Students are expected to be proficient in four skills: speaking, reading, writing, and listening. The students must be able to communicate well in spoken or written English. Recently, the skill of building conversation or speaking in English is important to be developed. Harmer (2007) states that speaking is the way to construct words and phrases with individual sounds, using pitch change, intonation, and stress to convey a different meaning. Hence, to accustom it the students need to study speaking skills to understand how to state appropriate purposes. Good speaking skills are the act of generating words that can be understood by listeners. According to Brown & Yule (1983), speaking is the skill that the students will be judged upon most in real-life situations. It is an important part of everyday interaction and most often the first impression of a person is based on the student's ability to speak fluently and comprehensively. Therefore, students need to understand speaking in creating oral communication publicly.

However, in mastering speaking skills, there are several problems experienced by foreign students. Bashir et al (2011), states that the difficulty for foreign language learners at the beginner stage is difficult to comprehend anything, only understanding what the speaker is talking about through what students observe and know. The difficulty in speaking is also faced by the writer. I often experience nervousness when I have to deliver a speaking presentation in front of class even before the presentation is begun. This situation is also faced by English Study Program students of FKIP Universitas Riau. This is called speaking anxiety.

Speaking is the most anxiety-inducing skill, and it is the greatest source of anxiety in the language classroom. Leila and Maryam (2017) discovered that students who were afraid of their classmates realized they did not know how to say their thoughts in English. They were fearful to be evaluated by classmates and teachers about their ability in delivering ideas. Thus, they might pretend they did not speak because discussing topics is not interesting or they may be anxious about teachers' evaluation. This could be seen when the teacher pointed out the students to deliver their English speech, they began to feel anxious, worried, and afraid to do so. Even though they have prepared it, students still feel anxious about speaking in public.

Based on the case above, it is necessary to find out the levels of students' anxiety in speaking English.

RESEARCH METHODOLOGY

The design of this study was descriptive quantitative research. According to Gay (2009), descriptive research determines and describes how things are by accumulating numerical data to assess hypotheses or answer questions about the current subject of study. Descriptive research focuses on collecting numerical data and generalizing it across groups.

Quantitative research, according to Leedy (1993), is used to systematically answer queries involving measurable data to explain, control, and predict phenomena. Included in the quantitative data is closed-end information that has been statistically analyzed and represented numerically.

The Data Analysis Technique

In this research, the researcher used questionnaire as instrument. This study involved 37 third-semester learners in Universitas Riau that currently study at English Study Program selected by using cluster random sampling technique. The participants in this study were given questionnaire to find out their speaking anxiety certain levels. To obtain the quantitative data, the questionnaires were adapted from FLCAS (Foreign Language Classroom Anxiety Scale) suggested by Horwirtz et al (1986).

There are 30 questions in all in the questionnaire based on three types of speaking anxiety which are Communication Apprehension, Test Anxiety, and Fear of Negative Evaluation.

Table 1. The Indicators of Speaking Anxiety Questionnaire

No	Component	Number of Item
1.	Communication Apprehension	1, 2, 3, 4, 5, 6, 7, 8,9,10
2.	Test Anxiety	11, 12, 13, 14, 15, 16, 17, 18, 19, 20
3.	Fear of Negative Evaluation	21, 22, 23, 24, 25, 26, 27, 28, 29, 30

Each anxiety level is described as follows:
1. Communication apprehension

    Communication apprehension is a fear or anxiety about actual or anticipated communication with other individuals and is a trait related to the psychological constructs of shyness and reticence
2. Test Anxiety

    It refers to a type of performance anxiety stemming from a fear of failure. Test anxiety is quite pervasive in the language classroom because of its continuous performance evaluative nature.
3. Fear of Negative Evolution

    It may occur in any social, evaluative situation, such as interviewing for a job or speaking in a foreign language class. It is also broader in the sense that it pertains not only to the teacher's evaluation of the students but also to the perceived reaction of other students as well.

After the raters evaluate and calculate students' score, the researcher classified the result of students' anxiety score based on the classification from Oetting Scale (1983).

RESULT AND DISCUSSION

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

Table 2. Level of Students' Anxiety

No	Level of Anxiety	Frequency	Percentage
1	Very Anxious	5	12,82 %
2	Anxious	27	74,36 %
3	Mildly Anxious	5	12,82 %
4	Relaxed	0	0
5	Very Relaxed	0	0
	Total	37	100 %

(Adapted from Oetting Scale, 1983)

From the table above seen that the students get different levels of anxiety in speaking. Out of 30 students, five students (12,82%) are in a very anxious level. Twenty seven students (74,36%) are in the anxious level. The other 5 students (12,82%) are in the mildly anxious level. There is none (0%) in the relaxe and very relaxed level. It can be concluded that the students' speaking anxiety is overall in the anxious level.

The researcher also found the dominant type of anxiety of the students, it is presented below.

Table 3. The Type of Anxiety

No	Component	Frequency	Percentage
1.	Communication Apprehension	19	60%
2.	Test Anxiety	9	20%
3.	Fear of Negative Evaluation	9	20%

Based on table 3, it can be seen that "communication apprehension" is the main factor that causes students to feel anxious about 19 (60%) students, after that the Test Anxiety factor became the second factor with 9 (20%) students, then the last factor was Fear of Negative Evaluation with 9 (20%) students.

CONCLUSION AND RECOMMENDATIONS

Conclusions

Based on the research findings data analysis, some conclusions can be drawn. This research was conducted by the researcher to know the anxiety of the students in speaking by English Study Program FKIP Universitas Riau. The researcher makes conclusion based on five components of level anxiety: very anxious, anxious, mildly anxious, relaxed, and very relaxed. First, the result of data analysis showed that students' speaking anxiety of the third-year students of English Study Program is in the anxious level. There are still many students who have a problem in reducing anxiety. We can see it from the result, there were no students who were at low level of anxiety, relaxed and very relaxed. While the result of the most dominant types of anxiety based FLCAS was found that "communication apprehension" is the main factor that causes

students to feel anxious 19 (60%) students. After that the Test Anxiety factor became the second factor with 9 (20%) students, then the last factor was Fear of Negative Evaluation with also 9 (20%) students.in this research.

The reason for having anxiety due to their communications apprehension which needs more preparation for all things related to their performance so that they feel comfortable and confident.

Recommendations

With regards to the findings of this research, the following valuable contribution is concluded as follows. First, for the researcher. From conducted the research in the beginning until writing and concluding the results, the researcher got many experiences and also more knowledge particularly about students' anxiety in speaking. Second, teachers, especially those who teach in speaking, are recommended to consider some points as written on the questionnaire towards students' anxiety in speaking. Hopefully the teacher could make the students have more intention in speaking. Then, it is hoped that this study will give some insights and information on students' speaking anxiety. Finally, for other researchers, this research can inform them about the speaking anxiety. This research is expected to be developed by other researchers using different samples or locations from the author. Other researchers can use this research as reference to find out other students' anxiety.

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