

EXPLORING FACTORS OF SPEAKING ANXIETY ON EFL STUDENTS

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Abstrak

Kecemasan adalah reaksi alami yang terjadi ketika seseorang merasakan ada sesuatu yang mengancam. Kecemasan dapat muncul ketika seseorang berada dalam situasi dimana siswa merasa khawatir, gugup, takut, atau was-was, yang dapat menyebabkan siswa putus asa. Telah menjadi jelas bahwa kecemasan adalah faktor paling signifikan yang mempengaruhi penolakan siswa untuk berbicara bahasa Inggris di kelas. Penelitian ini dilakukan di semester delapan Jurusan Bahasa Inggris. Untuk mengetahui hasil tersebut, peneliti menggunakan wawancara mendalam dan observasi video sebagai instrumen untuk mengumpulkan data. Subjek dalam penelitian ini adalah lima siswa. Temuan menunjukkan siswa dipengaruhi oleh hambatan pelajar dan hambatan bahasa. Dengan kata lain, siswa memiliki faktor kecemasan yang berbeda dalam keterampilan berbicara bahasa Inggris. Ada sepuluh faktor kecemasan dalam berbicara yang menyebabkan siswa enggan dan cemas untuk berbicara bahasa Inggris di kelas dan presentasi, yaitu kendala bahasa, kurang percaya diri, penghambatan pembelajar, kurangnya kosakata yang tepat, keterampilan mendengarkan yang tidak tepat, penggunaan bahasa ibu yang berlebihan, kurangnya komunikasi nonverbal, sikap negatif, komunikasi antar budaya dan kecemasan tentang kurangnya pemahaman materi pelajaran. Selanjutnya, lima faktor yang ditemukan dalam video observasi adalah kurangnya materi pelajaran, hambatan pembelajar, hambatan bahasa, kurangnya kosakata, dan faktor penggunaan bahasa ibu yang berlebihan.

Kata Kunci: *Eksplorasi, Kecemasan, dan Faktor-faktor kecemasan berbicara.*

Abstract

Anxiety is a natural reaction that occurs when a person perceives that something is threatening. Anxiety can appear when a person is in a situation where the student is worried, nervous, afraid, or apprehensive, which can cause the student to dissociate. It has become clear that anxiety is the most significant factor influencing students' refusal to speak English in the classroom. This study was conducted in Eight Semesters of the English Department. To find the result, the researchers used in-depth interviews and observation videos as instruments to collect the data. The subjects in this study are five students. The findings showed the students were affected by learner inhibition, and language barriers. In other words, students have different factors anxiety in English speaking skills. There are ten anxiety factors in speaking which cause students to be reluctant and anxious to speak English in the classroom and presentation, namely language barrier, lack of confidence, learner inhibition, lack of proper vocabulary, improper listening skill, excessive use of mother



tongue, lacking nonverbal communication, negative attitude, intercultural communication finally the anxiety about lack of subject matter. Furthermore, the five factors found in the observation video are lack of subject matter, learner inhibition, language barrier, lack of vocabulary, and excessive use of mother tongue factors.

Keywords: *Exploring, anxiety, and Factor speaking anxiety.*

INTRODUCTION

Anxiety is a natural reaction that occurs when a person perceives that something is threatening. Anxiety can appear when a person is in a situation where he or she is worried, nervous, afraid, or apprehensive, which can cause him or her to dissociate. It has become clear that anxiety is the most significant factor influencing students' refusal to speak English in the classroom (Mohtasham & Farnia, 2017). Furthermore, it has been established that students experience anxiety when confronted with English lessons as a foreign language in a classroom setting. The heightened sense of anxiety that students experience in the foreign language classroom frequently leads to an inability to learn English, particularly speaking skills. According to Sadighi & Dastpak (2017), foreign language is related to second language fields such as speaking and listening. When students learn a foreign language, it appears that anxiety is concerned with their speaking abilities. Furthermore, anxiety in foreign languages is one of the psychological aspects that contain feelings of fear that students may not be able to control at times (Javed et al., 2013). Furthermore, EFL learners frequently experience foreign language anxiety during the learning process, causing students to lose control and ignore fear and nervousness when learning foreign languages (Norris & Ortega, 2009). Furthermore, it has been established that students experience anxiety when confronted with English lessons as a foreign language in a classroom setting. The heightened sense of anxiety that students experience in the foreign language classroom frequently leads to an inability to learn English, particularly speaking skills (Al Hosni, 2014). Furthermore, as stated by Leong & Ahmadi (2017), foreign language is linked to second language fields such as speaking and listening. When students learn a foreign language, it appears that anxiety is concerned with their speaking abilities.

Some factors could be the cause of anxiety in learning English subjects as students' foreign language, and it might arise when students perform a speech in the classroom. According to Mohammed (2014), some factors hinder EFL learners from learning, making them feel anxious, such as fear of committing mistakes, negative evaluation, embarrassment, and self-confidence. These are factors that preventing students from speaking confidently. In addition, according to Mulyono (2019), he also mentioned that three factors contribute to foreign language speaking anxiety such as language barriers, negative attitude, and Intercultural communication apprehension. Furthermore, language barriers such as poor grammar, lack of vocabulary, unclear pronunciation, and interceptors language deficiency. For the negative attitude are students' inability to use only-English in English classes, students' fear of negative evaluation, and students' sensitivity to teachers' correcting comments (Hammad & Abu Ghali, 2015). And the factor of intercultural communication is cultural differences, norms, and behavior patterns have caused students to communicate with strangers or target speakers (Diao & Shamala, 2013).

Anxiety was a major issue for students when it came to speaking. In response to the issues, several factors have emerged as the center and problems that can affect students when speaking (Latha, 2012). According to Latha (2012), several factors contributed to students' speaking anxiety: Learner Inhibition, Lack of Motivation, Lack of Subject Matter,

Lack of Proper Vocabulary, Lack of confidence, Improper Listening Skill, Poor non Verbal Communication, and Excessive uses Mother Tongue. On the other hand, the researchers observed when the students gave a presentation, had a group discussion, and practiced speaking in the classroom. As a result, the researchers discovered some students who were nervous about speaking in front of others. Therefore was a gap in this study that makes it different and important to research about this study, which is the study used students videos on practice speaking as the supporting instrument and in-depth interviews to strengthen and enrich the data on exploring the factors of speaking anxiety on EFL students. Based on the explanation, the researchers are interested in investigating this study with the research question *“What are the factors of speaking anxiety on EFL Students?”*

METHOD

In this study, the researchers applied a qualitative approach using the case study (Wisdom & Creswell, 2013). To obtain the information regarding speaking anxiety in the English education department of Widya Gama Mahakam Samarinda in the 8th semester. According to Creswell (2003) Case study is the activity a researchers explored in depth a program, an event, an activity, a process to one or more individuals. In this research, the main focus of the study is to find out the factors of speaking anxiety to students whose English is their foreign language. However, in selected the subject of this study the researchers used purposive sampling Sarstedt et al. (2018), purposive sampling is selecting individuals in a group to be subjected to understand the research problem and research question, which is the subjects of this study was five students. To complete data from observation researchers also asked five students for the interview to find out their perceptions about factors of speaking anxiety in English course. The interview applied was semi structured interview where seven interview questions were developed under the topic, and the researchers collected the data from the informant by focusing on the research subject's experience and self-perception. In addition, the researchers used another supporting instruments that was the observation instrument is about analyze students video performance by students practiced speaking (Gardner & Brown, 2013).

FINDINGS AND DISCUSSION

The findings showed several factors speaking anxiety faced by EFL students. In this result was divided into two part, namely: result from interview and result from video observation.

FINDINGS

Results of Interviews

The participants were coded as ‘SL1’ for the first participant, ‘SL2’ for the second participant, ‘SL3’ for the third participant, and this code goes up to 5 participants. The interviews were about the real situation of learning process in English speaking class, which is the researchers asked about the factors of speaking anxiety that faced by the students. Interview conducted in two sections. The first section was held in the fourth meeting on July 5, 2021 all questions and answer in Indonesia. The second section was held on July 6, 2021. Student gave their answers in Bahasa Indonesia. The following results of interview are:
Question 1: What the problems in English speaking? Why?

The researchers discovered that all students' responses to anxiety in Speaking English differed. According to the results of the interviews, the following factors influenced students' anxiety in English speaking: language barriers, negative attitude, intercultural communication, poor nonverbal communication, lack of confidence, lack of subject matter, and learner inhibition. SL1 stated that she lacked vocabulary because she was always unsure



how to explain or translate the words, and she felt embarrassed or shy when giving a presentation or speaking English. SL1 stated that she lacked vocabulary because she was always unsure how to explain or translate the words, and she felt embarrassed or shy when giving a presentation or speaking English. In SL2, she claimed that she lacked confidence when giving presentations or speaking. S3 stated that she has anxiety because she constantly mispronounces words and makes grammatical errors when speaking. Both SL4 and SL5 made the same argument, claiming a lack of vocabulary, mispronunciation, and the need for speaking practice with a partner. Furthermore, the majority of students' speaking anxiety was influenced by a lack of vocabulary and learner inhibition. The result from the students showed that anxiety is greatly influenced by a lack of vocabulary.

Question 2: Do students think speaking in English is difficult? Why?

The Second question examined students' motivation in speaking English to know the factors made them feel speaking in English is difficult. The result described that SL1 has difficulty in speaking English because she has difficulty pronouncing the English word and most of EFL students on eight semesters have the same answer that they think speaking English was difficult to them because their language barrier factors made them anxious. Lack of grammar is one factor that contributes to students' anxiety in classroom presentation. Some of the students interviewed said when they spoke in class, they were more focused on applying correct grammar they want to say. So they would choose to be silent and think about correct grammar. Thus, anxiety will arise because most students prefer to be silent than convey opinions that they know. It means that lack of grammar is one of the negative impacts that cause students to feel anxious when presenting in front of the class. Furthermore, poor pronunciation makes students speak less clearly. This condition will cause miscommunication between students who are presenting to other friends as an audience. Moreover, this can disrupt learning processes, especially in class presentations. The statement was proved by the result of the interview between the subjects and researchers.

Question 3: Do students think speaking in their mother tongue is more accessible than speaking in English? Why?

This question seeks to ascertain students' perceptions of when using their mother tongue was more accessible than speaking English. The students demonstrated a preference for their mother tongue over English, as a result of a lack of motivation to speak English. However, all of the subjects used their mother tongue excessively in their daily activities, particularly when speaking. As a result, they were nervous about speaking English because they were always translating and thinking in their mother tongue.

Question 4: How do students feel when students have a presentation in front of the class?

This question seeks to determine how and what factors of speaking anxiety caused them to have difficulties speaking English in front of the class. Furthermore, the results of the interviews revealed that all of the students were nervous about speaking English in front of the class. However, the subjects mentioned their expressions when they did the presentation in front of the class, and the students also mentioned their lack of subject matter or not fully understanding the material that they would present. The students are anxious because they rarely practice speaking English because English is a difficult language for them. As a result of this situation, students felt uneasy around their peers and the lecturer if they made mistakes in their speaking. Furthermore, based on the findings, the researchers discovered that the students have a variety of issues with their English, including vocabulary, word pronunciation, and grammar rules. All of these causes students to be nervous when speaking English. However, the findings revealed that a lack of subject matter was one of the factors contributing to the students' anxiety (SL1). Few admitted that when they didn't prepare enough for the test practice speaking, they usually get very anxious.

Question 5: What makes students anxious while speaking English in the classroom?

This question seeks to identify the most common causes of speaking anxiety that cause students to struggle in class. According to the findings, the majority of the factors that caused the students' anxiety were a lack of confidence and learner inhibition. In the case of a foreign language learner, the fear arises when the student is required to speak in front of a familiar audience or examiner. The worst part was that students who made mistakes began to lose focus. For a brief moment, their minds went blank and they were deafeningly silent. They are squirming, fidgeting, stammering, or stuttering. From the result interview, subjects stated they appeared distressed, worried, and even sweating. While others simply smiled or laughed to mask their nervousness. Students are concerned about the opinions of influential people such as teachers, friends, and parents.

Question 6 and 7: Do students feel scared to be judged when English speaking? Why and What happened if students made mistakes when students speak in front of the class?

The last question was to investigate factors speaking anxiety students' about how they feel when their made mistakes in front of the class. In addition, the result showed that all the students has fear to being judge by audience or their friend if they had mistakes in the presentation or when students had to speaking English in the front of class. From this statement, it is very clear that respondent is very afraid of getting an evaluation from the lecturer which can make her feel anxious. In addition, from the results of the interviews most students answered that they didn't want to talk because they were afraid of getting bad responses they did not want from their lecturer or friends. This is certainly very disturbing in the learning process especially in classroom presentation using English. Another factors that showed from the result interview when students are afraid of making mistakes they will not want to be active in class. Therefore, some students are afraid of making mistakes to speak English in front of class and make them felt anxious.

Results of Videos Observation

Based on observation with video students are conducted by researchers that they can be used to find out the truth of the results of interview with students which can be used as supporting validity of data taken from interview with students. From the results of the observation, the reseacher found some students showed their anxiety when they did presentation and had explain the material on camera. The factors that showed are:

- a. Learner inhibition: the students feel nervous and feel worried when they speaking which is on the video students showed the anxious with their action because their worried to making mistakes in speaking.
- b. Lack of vocabulary: the students always saw the material on the camera and students stuck in some time when she explain the materials.
- c. Excesive use Mother Tongue that factors were distracted them in their presentation or students in speaking English, which means the students she or he fluently speak in bahasa than speking in English.
- d. Language barriers: the students showed by unclear pronunciation some materials that had been explained on the video.
- e. Lack of subject Matter: the students always saw the list of material as directly behind the camera that makes them showed if their not understand fully about the material and make them anxious in speaking while on the presentation.

From the result observation video, the reseacher only found 5 factor of speaking anxiety on EFL students's there were: Learner Inhibition, Lack of vocabulary, Excesive use Mother Tongue, Language barriers, and Lack of subject Matter. Furthermore, from the result the reseacher found the Learners generally tend to make an excessive use of their mother-tongue when it comes to the activities in productive skill namely, speaking. When the

learners are asked to perform a speaking activity, they immediately start thinking about the topic in their mother tongue, frame what they want to say in their mother-tongue and then translate it into English, which often results in mistakes, in addition to this learners often tend to make use of their mother-tongue which results in losing the motive of learning the language and lack of practice.

In other words, the researchers found other factors i.e. speaking anxiety, except five factors that explained in above, such as: the poor non verbal communication in the observation video because all the subjects was explain the material with their body language and their expression to convey the message. Furthermore, the reseachers also not found the factors improper listening skill in their video presentation because the students already practiced to convey or deliver the message because if the listening skills of students are wrong or not good, then their speaking skills are not effective, which means the students has deliver material with many mistakes but on their video they already convey the material.

In addition, the another factor was not found was the factor of lack of motivation in their video showed the students active in speaking, the reseacher was not found this factors because the indicator of lack of moivation was the lack of active speaking and never doing exercises made the students anxious. Furthermore, another factor not found was lack of confidence, which is the students not shy because the students was dliver the material on the camera not in the front of their friends and as the indicator of this factor was if the students shy when perform, and students prevents them from improving their speaking skills. Moreover, another factor was not found by reseachers on the observation students video presentation is intercultural communication, which means the cultural differences, norms, and behavior patterns have caused students to communicate with strangers or target speakers. This factor was not found because they did not communicate with the target speakers because they only deliver or convey the material on the camera.

DISCUSSION

Based on the research findings from observation and interview, it is found that there are some factors that impact students' anxiety in speaking. The main factors were related with students' learner inhibition, lack of vocabulary, and Excessive use Mother Tongue factors. Some factors of speaking anxiety are Negative Evaluation, Improper listening skill, lack of subject matter, and Intercultural communicaction. Al Hosni (2014) argued factors of speaking anxiety make it difficult for students to speak in English. Students have speaking difficulties or cannot speak in English because they lack the necessary vocabulary items, grammar structures, and teaching strategies. In addition, the result from observation and interviewed showed that are several factors speaking anxiety has impact on their speaking skill. Furthermore, Latha (2012) stated that learner inhibition is exposure or stares from the audience or audiences have made students nervous and feel worried about making mistakes and being criticized, which makes students nervous, and has speaking anxiety. These factors are the most contributed to the learner's anxiety. Leaners are entice to have a fear of making mistakes. Moreover, Most the students in this study showed had a fear of making mistakes on their presentation or in speaking English, which means the student showed their learner inhibiton as the result on interviewed.

In this study the students always showed learner inhibition factors of speaking anxiety. This result was in line with theory Latha (2012) stated learner inhibition was exposure or stares from the audience or audiences have made students nervous and feel worried about making mistakes and being criticized, which makes students nervous, and has speaking anxiety and this statement also support with theory Hammad & Abu Ghali (2015) argued that negative attitude are students' inability to use only-English in English classes, students' fear of negative evaluation, and students' sensitivity to teachers' correcting comments. Therefore the students always feel and

showed anxiety, particularly learner inhibition.

The results also indicated that most of the students have high anxiety on lack of confidence. According to Mohammed (2014), some factors hinder EFL learners from learning, making them feel anxious, such as fear of committing mistakes, negative evaluation, embarrassment, and self-confidence. These are factors that preventing students from speaking confidently. Moreover, the students showed they prefer used their mother tongue than speaking English because it easy and the always usually used it. Therefore, the students showed or had anxiety in speaking English because Latha (2012) stated that Too often using the mindset of the mother tongue when practicing speaking a foreign language makes a loss of sense of learning and makes speaking skills weak. On other hand, one of subject showed intercultural communication factors made student anxiety in speaking English that means she has different ways to catch or understanding in speaking skill. However, the result as suitable with the factor of intercultural communication from Diao & Shamala (2013) was cultural differences, norms, and behavior patterns have caused students to communicate with strangers or target speakers.

Furthermore, the results showed that factor contributes to students' anxiety in classroom presentation was lack of vocabulary. Students are difficult to organize and build ideas because vocabulary that they know just a little. Some of them do not master the sentence because difficult to speak with vocabulary that they not know. Therefore, lack of vocabulary can makes students anxious when they want to say something in presentation. A similar result was found by Sadighi & Dastpak (2017) lack vocabularies have also negative influence contribute to students' anxiety. However, from the result video observation the researcher found five factors from students video presentation, and the another factors was not found because they deliver or convey the material with the camera that means they only take the video to deliver the material. However, the speaking anxiety of students was not dominant because they did not deliver the message in the front of class and their friends as directly.

CONCLUSION

In summary, this study has qualitatively investigated EFL students among five students in English Department, showing that all students experienced anxiety and showed their factors of speaking anxiety from the result interviewed and observation the video of presentation most of the students in English speaking skills were affected by learner inhibition, and language barriers. In other words, students have different factors anxiety in English speaking skills. Therefore, almost students had their ways to minimize their anxiety when they faced in presentation or public speaking. It is evident from the research that various factors anxiety are affecting the undergraduate final year students.

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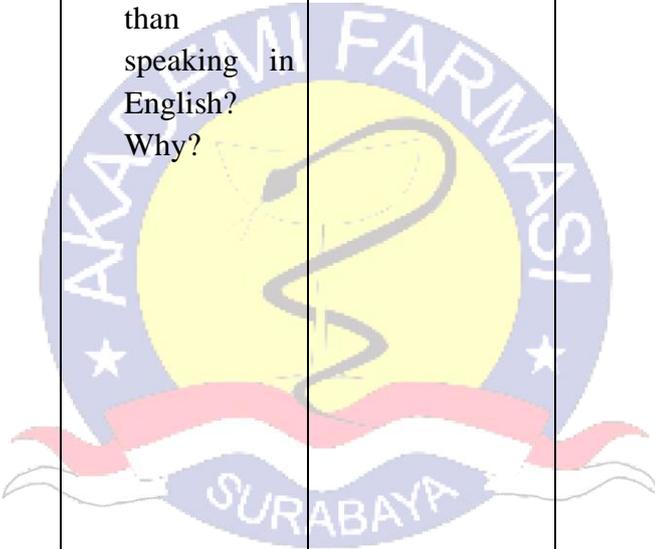
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Appendix

Table Operation of Interview Guideline:

The questions of factors speaking anxiety develop and adaption from the theories Mulyono (2019), Latha (2012), Mohammed (2014), and Rafiyen (2016) as the indicators of this study.

Source of Data	Question	Theory	Domain
Students of English	1. What the problems in	Latha, 2012	a. Speaking anxiety was the

<p>Department in Semester Eight</p>	<p>English speaking? Why?</p> <p>2. Do students think speaking in English is difficult? Why?</p> <p>3. Do students think speaking in their mother tongue is accessible than speaking in English? Why?</p>		<p>big problems faced by students, responding to the problems, several factors have become the center and problems that can affect students in speaking</p> <p>b. Several factors, namely, have influenced speaking anxiety: lack of Motivation, Inhibition, Subject Matter, Proper Vocabulary, Confidence, Improper Listening skill, Poor non-verbal Communication, and Excessive uses of Mother Tongue</p>
	<p>4. How do students feel when students have a presentation in front of the class?</p> <p>5. What makes students anxious while</p>	<p>Mulyono, 2019 and Rafiyen (2016)</p>	<p>Three factors contribute to foreign language speaking anxiety: language barriers, negative attitude (Hammad & Abu Ghali, 2015), and Intercultural communication apprehension (Diao & Shamala, 2013).</p>

	speaking English in the classroom?		
6.	Do students feel scared to be judged when English speaking? Why	Mohammed (2014) and Rafiyen (2016)	Mohammed (2014) has some factors that hinder EFL learners from learning, making them feel anxious, such as fear of committing mistakes and negative evaluation,
7.	What happened if students made mistakes when students speak in front of the class?		embarrassment, and lack of self-confidence.

