

The Second Semester Students' Language Speaking Anxiety at Teacher Training and Education Faculty Pematangsiantar

Bobby Pramjit Singh Dhillon

Faculty of English Education, University of HKBP Nommensen Pematangsiantar

Abstract: *This research aims to find out what causes and the most dominant cause of the Speaking English anxiety of the second semester students at Teacher Training and Education Faculty Pematangsiantar. The writer uses some relevant theories, such as: Alwasilah (2000), Concklin (1912), Davidoff (1981), and Larson (2007). The instrument used by the writer is a video recorder. The data shows that there are five factors cause of their speaking anxiety based on communication apprehension, such as: low intellectual skill (5,48%), low speech skill (20,54%), communication anxiety (44,52%), low social esteem (11,64%), and ethnic/cultural divergence in communication norms (2,54%). It can be concluded that the second semester students' most dominant cause of anxiety in their conversation is communication anxiety. Therefore, the lecturers are hoped to build a more supportive and friendly environment without being too tense in teaching their students.*

Keywords: *Anxiety, Language Anxiety, Communication Apprehension, Conversation*

I. INTRODUCTION

Speaking skill is the most important one since foreign language learners are interested in becoming actual speakers of a language. To practice speaking is a central part of English lessons in schools today. It is however many students easily become speechless. It is not a surprising reaction since most of them are used to become less talkative in new situations where students feel insecure. A similar feeling is produced when people are attending a job interview, or giving a speech in front of a large group of people. Most of people say that they feel nervous, shy, tense or anxious. These are however feelings that the people know vanish with time. If not, it would probably be a huge obstacle for one's oral communication and one would probably be marked as a shy and down person.

Oral communication often has been had by the students in conversation in the classroom. In a classroom, there are a lot of different individuals. A language lecturer surely hopes that the majority of them are outgoing and talkative since those are the characteristics of good language learners. However, there are some quiet students and need to attain the goals for the English course and should they receive special attention. People are after all striving after an education of equal opportunity.

Students should have a good command of communication skills in English so as to prepare their future careers and lives. In reality, even though English has been taught for at least six years in school levels in Indonesia, Junior High School and Senior High School level and also in many elementary schools as local content subject, the students still have some difficulties in learning English whether it is the productive or receptive skill, especially speaking. The fact that many of school graduates cannot communicate in English has become national problem in

Indonesia (Alwasilah, 2000:62). This could happen because of the lack of speaking exposure. English in Indonesia is considered to be a foreign language.

Most of time, students could only develop their speaking ability in an EFL classroom with conversations that they have, but they usually do not use this chance to enhance their speaking ability. And also they do not develop their speaking ability with many conversations to others in their daily life.

The reluctance of many students to speak in class has become a major factor that could influence their ability in language learning. In an EFL classroom, students tend to be silent if they are asked by their lecturer. Many times they keep silence even if they understand the questions and can actually answer the questions from their teacher (Snell, 1999). Based on the experience of the researcher when taught the students in the first year, many students tended to be silent when the researcher gave them questions because they were unable to control their emotion including nervousness, lack of self confidence, shyness, and lack of motivation.

"Anxiety can be described as a perceived notion of psychological distress which occurs due to the expectation of a disconcerting and potentially threatening event. Although extensive research has focused on the concept of anxiety, it cannot be defined by purely objective or concrete means" (Rachman, 2004, in Larson, 2007: 2).

Most people define anxiety as an emotion characterized by feelings of anticipated danger, tension, and distress and by sympathetic nervous system arousal (Davidoff, 1981: 356).

In this case, the writer intends to take up that problem, through his paper entitled: "The Second Semester Students' Language Speaking Anxiety at Teacher Training and Education Faculty Pematangsiantar." The purposes of this research are to find out what causes the students' anxiety and what is the dominant factor that causes their anxiety in speaking English.

II. THEORETICAL REVIEW

2.1 Anxiety

Anxiety is described by psychologists as a subjective feeling of tension, apprehension, nervousness and worry associated with an arousal of the autonomic nervous system (Horwitz and Young 1991:27). Scovel (in Horwitz and Young 1991:18) states that anxiety is normally measured by means of:

1. Behavioral tests where the subject is under observation.
2. Self-reports of internal feelings and reactions.
3. Physiological tests which involve the measurement of the subject's heart rate, blood pressure and palmary sweating.

Anxiety manifests in a number of different ways depending on the individual and the specific situation causing the anxiety reaction. Psychologists have identified three different types of anxiety which are trait or global anxiety, situation-specific anxiety and state anxiety.

2.1.1 Trait or Global Anxiety

Trait or global anxiety refers to a stable predisposition to become anxious in a wide range of situations. It is regarded as a feature of the individual's personality and is viewed as a relatively stable trait over time (MacIntyre in Young 1999:28). Spielberger (1983) defines trait anxiety as the probability of becoming anxious in any situation.

2.1.2 Situation-Specific Anxiety

Situation-specific anxiety refers to the anxiety experienced in a specific situation or context. MacIntyre (in Young 1999:28) refers to situation-specific anxiety as the probability of becoming anxious in a particular type of situation. Situation-specific anxiety may manifest in an educational setting as, for example: math's anxiety, test anxiety, public speaking anxiety, writing anxiety or language anxiety.

2.1.3 State Anxiety

State anxiety refers to the actual experience of anxiety and its effect on emotions, cognition and behavior (MacIntyre in Young 1999:28). It is the transient emotional state of feeling anxious which can fluctuate over time and vary in intensity. State anxiety results in heightened levels of arousal and a more sensitive autonomic nervous system which leads to feelings of being energized or 'keyed-up'.

In terms of cognitive effects, individuals may become more sensitive to what other people might be thinking about them. Behavioral effects include the over-evaluation of one's own behavior, ruminating over real or imagined failures, attempts to escape from the situation and physical manifestations such as sweaty palms and an elevated heart rate (MacIntyre in Young 1999:28). In terms of language learning, it is normal for individuals to experience a measure of state anxiety in the language classroom such as when meeting new people, speaking in public, having errors corrected and subjecting themselves to continuous oral and written evaluation. A problem arises, however, when feelings of state anxiety persist and develop into a situation-specific type of anxiety whereby the thought of the language class and the activities that take place in the class arouses uncomfortable feelings of anxiety. Once the individual associates feelings of anxiety with the language classroom, it is likely that the individual will begin to experience language anxiety.

Individuals who experience trait or global anxiety will, by the very nature of language learning with all its connotations of opening oneself up to a critical audience, also be likely candidates for the experience of language anxiety.

2.2 Language Anxiety

Language anxiety is a state of apprehension occurring in the process of a second/ foreign language use owing to the user's incompetence in communication with the language. It's a distinct complex of self-perceptions, beliefs, feelings and behaviors arising from the uniqueness of the language learning process (Horwitz et al, 1991:31).

2.3 Foreign Language Anxiety and its Components

Foreign language anxiety (or xenoglossophobia) is the feeling of uneasy, worry, nervousness and apprehension experienced when learning or using a second or foreign language (MacIntyre, 1994). These feelings may stem from any second language context whether associated with the productive skills of speaking and writing, or the receptive skills of reading and listening.

Foreign language anxiety is a form of what psychologists describe as specific anxiety reaction. Some individuals are more predisposed to anxiety than others, and may feel anxious in a wide variety of situations. Foreign language anxiety, however, is situation specific and so can also affect individuals who are not characteristically anxious in other situations?

Foreign Language anxiety integrates three related performance anxieties: (1) Communication Apprehension; (2) Test Anxiety; and (3) Fear of Negative Evaluation.

2.3.1 Communication Apprehension

Communication apprehension is the broad term that refers to an individual's "fear or anxiety associated with either real or anticipated communication with another person or persons" (McCroskey, 2001). At its heart, communication apprehension is a psychological response to evaluation. This psychological response, however, quickly becomes physical as our body responds to the threat the mind perceives. Due to its emphasis on interpersonal interaction, the construct of communication apprehension is quite relevant to the conceptualization of foreign language anxiety (McCroskey, 1977). It is a type of shyness characterized by fear of or anxiety about communication with people. Difficulty in speaking in dyads or groups (oral communication anxiety) or in public (stage fright) or in listening to or learning a spoken message (receive anxiety) are all manifestations of communication apprehension. Communication apprehension or some similar reactions obviously play a vital role in foreign language anxiety. People who typically have trouble speaking in group are likely to experience even greater difficulty speaking in a foreign language class where they have little control of the communicative situation and their performance is constantly monitored.

Moreover, in addition to all the usual concerns about oral communication, the foreign language class requires the students to communicate via a medium in which only limited facility is possessed. The special communication apprehension during the foreign language learning also comes from the personal knowledge that one will almost certainly have difficulty understanding others and making oneself understood. Possibly because of this, many talkative people are silent in a foreign language communication situation.

2.3.2 Test Anxiety

Test anxiety refers to a type of performance anxiety stemming from a fear of failure (Sarason, 1980). It is the tendency to become alarmed about the consequences of inadequate performance on a test or other evaluation. Test-anxious students often put unrealistic demands on themselves and feel that anything less than a perfect test performance is a failure. Students who are test-anxious in foreign language class probably experience considerable difficulty since tests and quizzes are frequent and even the brightest and most prepared students often make errors. Oral tests have the potential of provoking both test and oral communication anxieties simultaneously in some students.

2.3.3 Fear of Negative Evaluation

Fear of negative evaluation is defined as the apprehension about other's evaluations, avoidance of evaluative situation, and the expectation that others would evaluate one negatively (Watson et al, 1969). It's broader in scope than the test anxiety because it may occur in any social, evaluative situation. In the language classroom, fear of negative evaluation is likely to be manifested in a student's over concern with academic and personal evaluation of his or her performance and competence in the target language (MacIntyre & Gardner, 1988). Although it's axiomatic that language learning can't occur without errors, errors can be the source of anxiety in some individuals because they draw attention to the difficulty of making positive social impressions when speaking a new language (MacIntyre & Gardner, 1988). Like communication

anxious individuals, people who fear negative evaluation rarely initiate conversation and interact minimally. Language students who experience this anxiety tend to sit passively in the classroom, with draw from activities that could increase their language skills, and may even avoid class entirely.

Although communication apprehension, test anxiety, and fear of negative evaluation provide useful conceptual building blocks for a description of foreign language anxiety, researches indicate that foreign language anxiety is not simply the combination of those fears transferred to foreign language learning. It's a distinct complex of factors related to classroom language learning in the language learning process (Horwitz et al, 1986:30) can also affect individuals who are not characteristically anxious in other situations.

III. METHOD OF THE RESEARCH

In this research, the writer uses qualitative design framework. Qualitative design refers to a situated activity that locates the observer in the world which consists of a set of imperative, material practices that makes the world visible (Ritchie and Lewis, 2003:2). These practices turn into a series of representations including field notes, interviews, conversation, photographs, record and memos to underpin by particular philosophical assumptions and that researcher should maintain consistency between the philosophical starting point and the methods they adapt.

The subject of the study is the second semester students of Teacher Training Faculty of HKBP Nommensen University where the location of the faculty is on Jl. Sangnualuh No. 4 Pematangsiantar. The research object is the language anxiety of students' conversation at that faculty.

In order to answer the research questions, data analysis is needed. It covers the causes of students' anxiety in English conversation and find out the most dominant cause of anxiety experienced by students in the conversation. After collecting the data, then the data are arranged and will be analyzed. The data are analyzed based on the following steps:

1. Listening to the students' conversation and all the words that have been practiced by the students from the recorder.
2. Making the transcript of the students' conversation that has been listened.
3. Analyzing to the transcript of the students' conversation based on the types of causes language anxiety that they experience in the conversation such as low intellectual skill, low speech skill, voluntary social introversion, social alienation, communication anxiety, low social self-esteem, and cultural divergence in communication norms.
4. Finding out the dominant cause of anxiety experienced by students in conversation by using the theory of Bungin (2001:171-172)

$$n = \frac{FX}{N} \times 100\%$$

IV. DATA ANALYSIS, FINDINGS AND DISCUSSIONS

4.1 Data Analysis

Students' personality traits such as shyness, quietness, and reticence are considered too frequently showing CA. These feelings of shyness are different from individual to individual and from situation to situation. According to Tanveer (2007:12) "There are seven factors causes that could result in students' anxiety". (1) Low intellectual skills, (2) Low speech skill, (3) Voluntary social introversion, (4) Social alienation, (5) Communication anxiety, (6) Low social self-esteem, (7) Ethnic/cultural divergence in communication norms"

Based on the analysis, it can be said that all of the second semester students of Teacher Training and Education Faculty have language anxiety. The students also have many varied causes of anxiety namely:

1. There are seven factors causes of anxiety such as low intellectual skills, low speech skill, voluntary social introversion, social alienation, communication anxiety, low social self-esteem, ethnic/cultural divergence in communication norms.

The students have causes anxiety in low intellectual skills that the total occurrence is 8. That is calculating the frequency of low intellectual skills; the writer employs the following formula

$$n = \frac{FX}{N} \times 100\%$$

$$n = \frac{8}{146} \times 100\%$$

$$n = 5.48 \%$$

2. Many students have this factor cause of anxiety, namely low speech skills:

$$n = \frac{FX}{N} \times 100\%$$

$$n = \frac{30}{146} \times 100\%$$

$$n = 20.54 \%$$

3. But, all of the students don't have this cause namely voluntary social introversion.

$$n = \frac{FX}{N} \times 100\%$$

$$n = \frac{0}{146} \times 100\%$$

$$n = 0 \%$$

4. Also all of the students don't have this cause namely social alienation;

$$n = \frac{FX}{N} \times 100\%$$

$$n = \frac{0}{146} \times 100\%$$

$$n = 0 \%$$

5. But in speaking their conversation in front of the class, of course many students are so anxious. Most of them have been in this cause namely communication anxiety:

$$n = \frac{FX}{N} \times 100\%$$

$$n = \frac{65}{146} \times 100\%$$

$$n = 44.52 \%$$

6. The students also have factors that cause of anxiety namely low social self-esteem:

$$n = \frac{FX}{N} \times 100\%$$

$$n = \frac{17}{146} \times 100\%$$

$$n = 11.64 \%$$

7. For the last factors that cause of anxiety namely cultural divergence in communications norms:

$$n = \frac{FX}{N} \times 100\%$$

$$n = \frac{3}{146} \times 100\%$$

$$n = 2.054 \%$$

Based on the frequently of seven factors causes of anxiety, low intellectual skills (5.48 %), low speech skill (20.54 %), voluntary social introversion (0%), social alienation (0%), communication anxiety (44.52 %), low social self-esteem (11.64%) and cultural divergence in communication norms (2.054%). So, the most dominant cause of anxiety are experienced by the students in speaking conversation is communication anxiety (44.52 %). It means that the students have language anxiety.

4.2 Findings

4.2.1 Causes of Students' Speaking Anxiety

After having analyzed all the data, there are 16 data that the writer analyzes. The data are analyzed based on the types of the language anxiety, such as (1) Low intellectual skills, (2) Low speech skill, (3) Voluntary social introversion, (4) Social alienation, (5) Communication anxiety, (6) Low social self-esteem, (7) Ethnic/cultural divergence in communication norms. So, the findings could be mentioned as follows:

1. In Language Anxiety

- a. The second semester students of Teacher Training and Education Faculty still have the problem in language anxiety. Most of the students still cannot make good conversation in front of the class.
- b. The second semester students of Teacher Training and Education Faculty still find the problem in communication apprehension. Most of the students have anxiety. They are nervous, shy, lack self-confidence, and awkward.
- c. The second semester students of Teacher Training and Education Faculty have anxious highly. They haven't mastered themselves yet when they do their performance in front of the class.
- d. The second semester students of Teacher Training and Education Faculty have problem in psychology linguistic. They still have anxiety in communication apprehension. They are low intellectual skills, low speech skill, voluntary social introversion, social alienation, communication anxiety, low social self-esteem, ethnic/cultural divergence in communication norms.

4.3 The Interpretation and Discussion

4.3.1 The Interpretation

The writer has analyzed all the data and it has been collected by him. The writer just wants to interpret the data that he has. The data are some conversations that have been recorded in a video recorder. The students have done the best they have in their performance in front of the class. The writer has seen that the students try to enjoy their conversations and try to relax but the results are not like what they expect. Many students look nervous, shy and anxiety. They still look so difficult to relax and enjoy delivering their speaking. The students still do repeating words many times. They also always add sound of hmmm or uhhuhh. Sometimes, they say their sentences or their statements unclearly. So the writer has difficulties to write the transcription of their conversation well.

4.3.2 The Discussion

Language anxiety has three components namely:

1. Communication apprehension;
2. Test anxiety; and
3. Fear of negative evaluation

In this research, the writer has limited the research and focuses on Communication Apprehension (CA).

So, the communication apprehension is about students' personality traits such as shyness, quietness, and reticences considered too frequently precipitate CA. These feelings of shyness are different from individual to individual and from situation to situation. According to Tanveer, (2007:12), "There are seven factors causes that could result in students' anxiety. (1) Low intellectual skills, (2) Low speech skill, (3) Voluntary social introversion, (4) Social alienation, (5) Communication anxiety, (6) Low social self-esteem, (7) Ethnic/cultural divergence in communication norms."

Based on the analysis of the data that the writer does the language anxiety in students' conversations that focused on communication apprehension will have the seventh factor causes. But, the result shows not all of the seventh factor of causes can be found in that conversation. Students have anxiety with many varied causes. The writer finds that the most dominant cause that is experienced by the students in their conversations is the fifth cause namely communication anxiety. It can be shown from percentage results that are gotten by the writer such as low intellectual skill 5.48%, low speech skill 20.54%, voluntary social introversion 0%, social alienation 0%, communication anxiety 44.52%, low social self-esteem 11.64%, and Ethnic/cultural divergence in communication norms 2.054%.

V. CONCLUSION AND SUGGESTIONS

5.1 Conclusion

After having analyzed all the data, then the writer writes the conclusion from the data that are written by the second semester students of Teacher Training and Education Faculty.

From this research, it can be concluded that students' causes of anxiety in speaking are varied. The results of this research show that communication apprehension occurs in students' conversation. Many students experienced anxiety in the English class and it affects them negatively. It means that the students have communication anxiety. And the most dominant cause experienced by the students in conversation is communication anxiety. It is shown from the percentage of result namely low intellectual skill 5.48%, low speech skill 20.54%, voluntary social introversion 0%, social alienation 0%, and communication anxiety 44.52%, low social self-esteem 11.64%, and ethnic/cultural divergence in communication norms 2.054%. Therefore, it is important for the English lecturers to be aware of anxiety among their students. Therefore supportive and relaxing classroom atmosphere is needed to be created by the English lecturers by being more as facilitators than absolute educators, giving new insights and information of language learning, and encouraging the students to be more confident.

5.2 Suggestions

For the English lecturers, in teaching and learning activities in the classroom, they should acknowledge that anxiety occurs. They should recognize that anxiety is one of the reasons of why the students have difficulties in learning process especially in speaking. Therefore, they need to make some different methods in teaching and learning activity that would reduce students' anxiety during the class. The lecturers could build a more supportive and friendly environment without being too tense in teaching their students. In the beginning of the semester of English class, the lecturers could make a sharing session with his/her students related to their anxiety in English class and their anxiety to contribute to speak in English class. The lecturers could also give positive understandings to their students how they shouldn't be very worried of making mistakes in speaking and how the other students shouldn't laugh at their friends' mistakes because they are still learning. The lecturers could use some more relaxing activities such as having the students to work in a group or pairs of group discussions to solve some tasks. The lecturers could also use games in their teaching and learning process. In addition, they may add some relaxing activities during teaching and learning process such as taking a deep breath.

As the future English lecturers, they could be aware of their students' anxiety that could affect their performance in learning English and make improvement in their teaching strategies. For the next research, seeing the role of anxiety in speaking, it is suggested for the researcher in the future to research on anxiety in different skills such as writing, reading and listening. However, due to the limitations and weaknesses of the current study, more research is called for with different groups of learners in various skills as well as the method in reducing students' anxiety in language learning especially in speaking English.

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