

Students' English-Speaking Anxiety At Efl Students Of Papua University

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Abstract

This study focused on students' English speaking anxiety at EFL students of Papua University. The writer wanted to know the main factor which contributing to first-semester students' speaking anxiety at the English Education Department of Papua University. It is about anxiety. Speaking anxiety is experienced by students in schools and universities. Speaking anxiety is the problem that the students feel while speaking English. When the students feel anxiety in learning, it can influence the students' achievement. Almost all of the first-semester students at the English Education Department of Papua University felt speaking anxiety. The present study applied quantitative and qualitative research design. There are 23 students who participated in the study. To collect the data, the writer used two data collection techniques. They are questionnaires and interviews. Based on the result of investigating the dominant factor contributing to the students' speaking anxiety, the writer found that almost 60% of all students felt fear of making mistakes in speaking English.

Keywords: *Anxiety, Speaking, The causes of anxiety*

Introduction

English is as an International language has 4 skills that the students need to be mastered. Speaking skill is one of important skill. It can help the students for the future career and lives. Al-Roud (2016) stated that, speaking skill is the ability to share thoughts, strength, reasoning, and emotions with other people using oral language as a way to make message clearly delivered and well receive by the listener. The students who have a good communication can be able to show their mind, thinking and emotions. But, speaking is not as easy as we taught. For the students, speaking is one of the difficulties to do. They must consider the grammatical rules, vocabulary and self-confidence. The students also felt anxious in speaking. Anxiety almost occurs to every people in every situations and conditions.

Nowadays, speaking anxiety is one of the difficulties that the English as foreign language students felt. It can influenced the oral produce. Anxiety can make influenced for the students exactly in speaking. When they felt anxious, they can forget all of the information they want to share. Almost of the students have some problems about that. They are nervous, worried, and fearful in speaking English. It happened to the English as a Foreign Language (EFL) students in the first semester of Papua University. They could not show up their opinion, their mind, thinking and knowledge to others because of their anxiety. In speaking anxiety, there are some factors which contributed to speaking. They are the lack of self-confidence, shyness, motivation, fear of making mistake, limited of vocabulary, grammatical error, friends or classmate, embarrassment, and lack of

preparation. One of the factors above could be problem to the students in speaking English.

Several researchers have conducted studies on speaking anxiety in a classroom. A study on anxiety in Junior High School at Salatiga Central Java carried out by Santoso, W (2021) revealed that the major factor contributing to the participants' speaking anxiety was concern about accuracy and grammar. Agata, et al. (2019) also demonstrated that fear of negative evaluation can be a factor that influences the students to feel anxious about speaking English. So, the learning process could be a factor that influences the students' speaking anxiety. Another research was from Subasi (2010), who studied at Anadolu University confirmed that a fear of negative evaluation and self-perception of the oral ability were the causes of anxiety. The result of the study contributed to student-teachers and teachers in general. Similarly, Pappamihel (2002) argued that anxiety can be associated with threats to self-efficacy and appraisals of situations as threatening. It was like the situation in Manokwari exactly in the English Education Department of Papua University. Almost all the students in the first semester felt anxiety in speaking English. To address the speaking anxiety factors faced by the students in this context, the writer wants to know the main factors contributing to speaking anxiety in Papua University exactly for the first semester of the English Education Department.

Method

In this study, the writer used mixed-method design that was implemented both qualitative and quantitative research methods. Taherdoost (2022) stated that mixed method approaches involve the strengths of both qualitative and quantitative methods to gain a more comprehensive understanding of the subject. For quantitative method, the scale was used is Likert scale. Likert scale is used to measure attitudes, opinions and perceptions of a person or group of people about social phenomena. The instrument by using the Likert scale is made in the form of checklist (√). The checklist is given on the available column, and the statement is in accordance with the alternative subject state in the answer like strongly agree (SA), agree (A), undecided (U), disagree (D), and strongly disagree (SD). Total score based on the responses category; strongly agree (score 5); agree (score 4); undecided (score 3); disagree (score 2); and strongly agree (score 1). The technique of collecting the data was taken by using a questionnaire and it is analyzed by using a Likert scale. And for the qualitative design, the writer used interview for collecting the data.

The sample of this research was from the first semester of the students in English Education Department of Papua University which consist of 23 students. The collected data were analyzed using both quantitative and qualitative data analysis procedures. In this research, the writer used a questionnaire and interview because the writer wants to investigate the causes of the students' speaking anxiety. The questionnaire adopted from a final version of PSCAS (Public Speaking Class Anxiety Scale) by Yaikhong & Usaha in 2012 with some modifications of my own of this context. It consists of 25 statements which aimed to know what dominant factors causes of students' speaking English anxiety. The indicator of questionnaires in this research is as follows:

Table 2.1 PSCAS Aspects

No	Indicator	Factor	Total Item
1	Lack of self confidence	Internal Factor	5
2	Shyness	Internal Factor	2
3	Motivation	Internal Factor	3
4	Fear of making mistake	Internal Factor	4
5	Limited vocabulary	External Factor	2
6	Grammatical Errors	External Factor	1
7	Friends/classmate	External Factor	2
8	Embarrassment	External Factor	3
9	Lack of Preparation	External Factor	3
Total			25

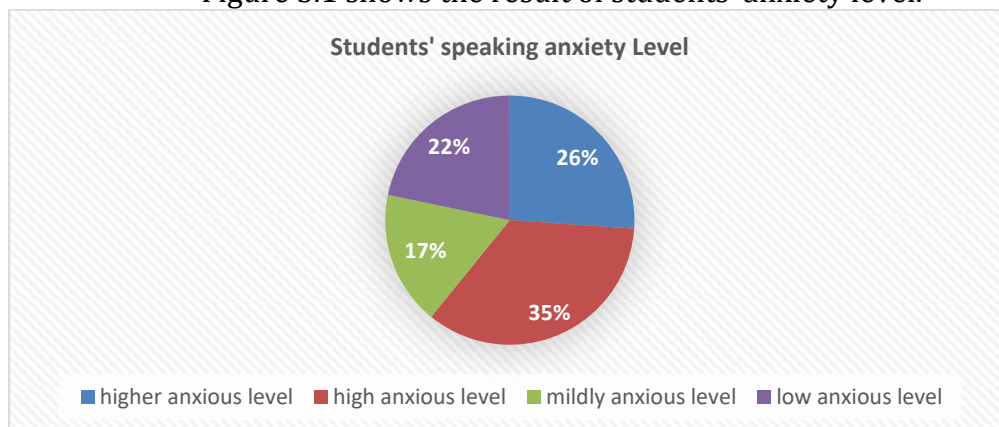
Results

The findings of the research presented reflect the objective of the research to investigate the causes of the students' speaking anxiety. The anxiety level of the first semester students in English Education Department of Papua University was identified from the result of PSCAS Questionnaire which had been calculated by using Microsoft excel computer program. Then the result of this calculation was translated into some categories of the anxiety level which were adapted by Yaikhong & Usaha (2012), it consists of 25 items with answers ranged from 1-5 and total is 125. Table 3.1 showed the score for each anxiety level perceived by students.

Table 3.1 PSCAS Anxiety Scale

Range	Level
20 – 45	Lower Anxious Level
46 – 65	Low Anxious Level
66 – 85	Mildly Anxious Level
86 – 105	High Anxious Level
106 – 125	Higher Anxious Level

Figure 3.1 shows the result of students' anxiety level.



From the figure above, among the 23 students, 6 students or 26% students were higher anxious level; 7 students or 35% students were high anxious level; 4 students or 17% were mildly anxious level; and 6 students or 22% were low anxious level. And based on the level anxiety, we could get that there were 6 students or 26% of all students who felt higher anxious level in speaking anxiety. The six students were taken as respondents in interviews and the writer took 3 students from the higher anxious level of speaking anxiety to be respondents in depth-interview sections.

Based on the result of the anxious level of students' speaking anxiety above, we can investigate the causes of speaking anxiety in first semester students at English Education Department of Papua University. There were 25 items as factors contributed to the students' speaking anxiety. And there are nine factors based on the theory of Yaikhong & Usaha (2012) contributed to the students' speaking anxiety. The writer adopted the questionnaire by Yaikhong & Usaha (2012). The main factors are lack of self-confidence; shyness; motivation; fear of making mistakes; limited vocabulary; grammatical error; friends or classmates; embarrassment; and lack of preparation. Here was figure 3.2 that showed the summary of the research findings from the analysis of the questionnaires.

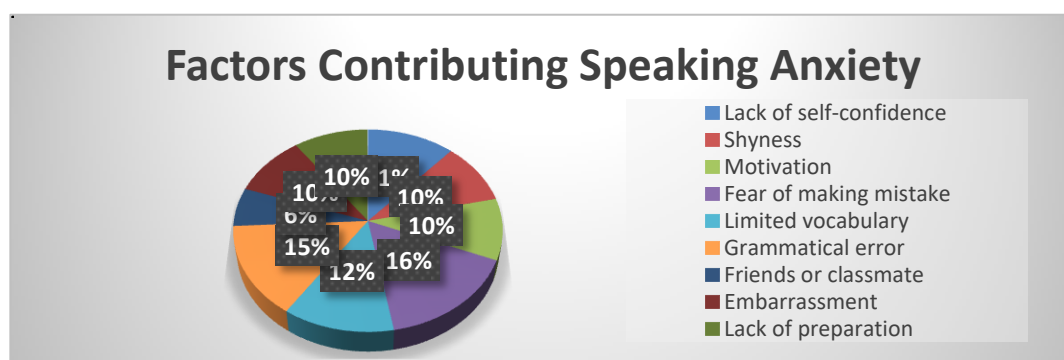


Figure 3.2 Summary of the Finding of Questionnaire

Based on figure 3.2, we can conclude that the dominant factors contributed to the students' speaking anxiety is because of fear of making mistakes factor. This finding of the questionnaires showed that the first semester students in English Education Department of Papua University felt fear of making mistake when they must speak in front of the people or in the classroom. And the second factor that contributes to students' speaking anxiety is grammatical error. And the less dominant factor was friends or classmates. It showed that the situation in the classroom supported the

students to grow up and speak well. From the questionnaires, we can conclude that the students' anxiety is from their-selves because of feeling fear of making mistakes.

Discussion

The research question of this study is what dominant factors are contributing to the students' speaking anxiety in English Education Department of Sorong Muhammadiyah University. To attain the data, the researcher distributes the questionnaires and interview to the students. Dealing with the anxiety, this study defines anxiety is a dimension of a distinct complex of self-perceptions, beliefs, feelings, and behaviours relating to language learning. It arises from the uniqueness of the language learning process (Krashen, 1988).

Most students still feel anxious in speaking class because they have low vocabulary acquisition, insufficient pronunciation knowledge, and a low accuracy level to pronounce English words. These findings is found in MacIntyre and Legatto (2010). Based on the anxiety level, the writer took 3 of 6 students in higher anxiety level. In the in-depth interview, the writer asked some questions based on the situation about the anxiety. And based on the result from the interview, the writer found that the students have worried about making mistakes and they know that their problems in grammatical error, limited vocabulary and lack of self-confidence. All of them are in the internal factors. Some of them said:

I felt fear of making mistake because I don't have much vocabulary, and I still confused to choose the correct grammatical". (interviewed/s1)

The situation above that the student¹ felt was same with some students in English Education Department of Papua University. They sometimes felt fear making mistake, shyness because of they don't have much vocabulary. They still fear wrong when speaking because of the grammatical, so that is ways they have lack of self-confidence and motivation to improve their speaking skill. The writer had found that there was a student who felt a lack of self-confidence. It is the situation that can make the students afraid or anxious in speaking English.

"I still felt less of self-confidence because in English there are a lot of things that I have to learn". (Interview/S²)

On the second indicator about shyness, 10% of all the students felt shyness. When they felt shy, suddenly they are getting stuck, they did not know to say. So, they felt shyness is also has contributing to students' speaking anxiety. Another response from the third student was said:

"Yes, I'm Shyness because I have not mastered the grammar well". (Interview/S³)

The third student said that he felt shy because he had not mastered grammar well. It influenced him to speak in front of the people. there are a lot of kinds of the students' motivation in mastering speaking English. But one of the students with a high anxiety was not motivated. She said she did not have any motivation. It is also difficult to her because she did know her purpose in learning English. And all the students still have limited vocabulary and grammatical error. These factors are contributing to their speaking anxiety. But the dominant factor that contributed to the students' speaking anxiety is fear of making mistakes.

After making a careful analysis, based on the result of the questionnaires that is adopted by Yaikhong & Usaha (2012), the researcher found out there are 60% students thought that fear of making mistakes is the dominant factor which is contributing in the students' speaking anxiety in English Education Department of Papua University. They

stated that they always worried if they made mistakes. This caused them to become anxious when speaking English in front of the class or with others.

Conclusion

This research aims to investigate the causes of students' English-speaking anxiety at first semester students of English Education Department at Papua University. Several factors had contributed to the students' speaking anxiety. Based on the findings of this research, there are nine factors which contributed to the students' speaking anxiety. These factors were adopted by Yaikhong & Usaha (2012). The factors are lacking self-confidence; shyness; motivation; fear of making mistakes; limited vocabulary; grammatical errors; friends or classmates. The writer found the dominant factor which contributed to the students' speaking anxiety is fear of making mistakes. Almost 60% of students felt this factor. With this result of this research, the writer hope that as a lecture we can help the students who have problems in anxiety with giving motivation and training in speaking English.

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