

## STUDENT'S PERSPECTIVE ON SPEAKING AND ANXIETY AS FOREIGN LANGUAGE IN CLASSROOM

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### ABSTRACT

Language anxiety is becoming an important topic of study in our field. Debilitating language anxiety can have a significant impact on language learning. The goal of this study is to look at anxiety and speaking from the perspective of students. Do students become frightened when they have to speak in front of a group? If that's the case, what about speaking makes kids nervous? Which kind of public speaking activities make students the most uncomfortable? Is there anything that teachers can do in the classroom to minimize anxiety, particularly speaking anxiety?

**Keywords:** *Speaking, Anxiety, Students, Foreign Language.*

### INTRODUCTION

Speaking in the foreign language is often cited by students as their most anxiety-producing experience. We know that public speaking in a native language is often associated with fear and anxiety (Daly and Stafford, 8; Mc Croskey, 20, 21), and several researchers have found that speaking the foreign language the classroom can also be very anxiety provoking.

Classroom-related events, such as teacher aspects and peer behavior, are thought to be at the basis of such anxiety. The problems for educators are entrenched in their receptive capacity to detect and assist students in overcoming their fears, particularly when it affects their academic performance (MacIntyre & Gardner, 1994) and communication skills (Hashemi, 2011).

Speaking is one of the four basic skills in learning English, and both students and teachers in English courses work hard to use it in class (Richards et.al 1991). In reality, English abroad learners frequently struggle to communicate themselves in a language that they have not yet mastered. According to (Zhiping & Paramasivam, 2013), many students have a genuine fear of second language success, a syndrome known as (foreign or second) language anxiety, which can hinder learning and performance. Chiang (2012) characterized anxiety as a state of fear, pain, anxiety, and concern. Suleimenova (2012) defines emotional pain as "distress or anxiety generated

by dread of harm or displeasure" (p. 1776).

Thomas distinguishes anxiety into two forms, state anxiety and characteristic anxiety:

#### *State concern*

State concern is a fleeting sense of anxiety induced by a condition of danger. The word "state concern" often applies to fear in a particular situation and has typically an uncertain trigger. That implies that state worry is a nervous feeling that people can only experience when they are faced with the particular situation within a short time. Thomas's concept of state anxiety indicates an apprehension.

#### *Trait anxiety*

Trait anxiety is a phenomenon of anxious response even in non-threatening situations." People with anxiety over characteristics appear to stress more than most people and feel unintentionally uncomfortable by various things. In this sense, Marwan suggests that insecurity over traits is the propensity of an individual to be nervous about the situations they face. Trait is part of the character of the person and is a chronic illness. Persons with anxiety about features tend to worry more than most, and no matter what the situation a person is, his character remains.

Classify by Woodrow (2006) the first and second states are same with Thomas's concept and here is the third type;

#### *Situational-Specific Anxiety*

Situational-specific anxiety is the likelihood of

being nervous in a specific type of situation, such as when learners are expected to do something, discuss, present, or take an examination; these are also circumstances that cause anxiety.

Meanwhile (Suleimenova, 2013), anxious students show symptoms such as:

- a. Squirming,
- b. Playing with hair or clothing,
- c. Nervously touching objects,
- d. Stuttering or stammering,
- e. Fidgeting,
- f. Headache,
- g. Experiencing tight muscle.
- h. Feeling unexplained pain or tension in any part of the body

To summarise, anxiety could be influenced by a lot of factors, including over-prediction of dread, irrational faith, over-sensitivity to risk, anxiety sensitivity, and erroneous attribution physiological signal. Anxious people may also exhibit emotional, cognitive, psychological, and behavioral symptoms. When individuals are anxious, they may worry about something, avoid work, have a racing heart, feel tense, and so on.

The importance of this research is based on a paradigm that attests to the existence of significant diversity in how FLA is perceived not just between cultural groups but also over time.

RQ : What are students' perception towards their anxiety while doing performances?

#### METHOD

No.	Participants	The Interview Question			
		What do you feel when you speak in English. (Emotional Symptom)	What the causes of your anxiety while speaking in English. (Cognitive Symptom)	What is your perception about English speaking anxiety during speaking online classroom? (behavioral symptom)	On your opinion, English speaking as foreign language in class is leading your anxiety? (Psychological symptom)
1.	P1	Excited	Worry about forgetting vocabulary during speak	Feel anxious because dont have any friends to practicing more	Worry on making mistakes
2.	P2	Excited	Worry about missed pronunciation and lack vocabulary	Afraid of making mistakes.	Afraid of making mistake and feel uncomfortable
3.	P3	Excited	Worry about lack of vocabulary and grammar mistake	The unstable connection of the internet while do	Afraid of making mistakes

The researcher choose a qualitative research method, especially case study approach. (Jackson et al., 2007) stated that qualitative research concerned with understanding human beings' experiences and in humanistic interpretative perspective.

Qualitative resarch case study method is aim to provide an insight of the language anxiety cases among EFL student's at fourth semester class English Education Department Ibn Khaldun Univesity. According to Heale & Twycross (2018) A case study is an extensive study of a person, a group of individuals, or a unit with the goal of generalizing across numerous units. Therefore, The study case technique allows the researcher to focus on specific pupils in order to better understand the issue of language anxiety especially in speaking.

The participants are 10 students of fourth semester with characterized completing the course of speaking class from previous semester.

The question of interview sheet consist of four adapted from Sulaimenova (2013) and Zhiping and Pharmasivam (2013), (Hanifa, 2018) as cited from (Tanveer, 2017) and Melough (2013). The interviewees were students who had completed a questionnaire, and as a result of the questionnaire, many students experienced speech anxiety.

#### FINDINGS

The findings about EFL students' perspective towards speaking anxiety from interview.

				performance make me feel anxious	
4.	P4	Uncomfortable	Afraid about missed pronunciation and grammar mistake	Afraid of making some mistakes	Because english is a foreign language
5.	P5	Happy	Worry of making mistake and missed pronunciation	Afraid of making mistake.	Dont have a good preparation.
6.	P6	Excited	Nervous and afraid making grammar mistake	Anxiety makes me mostly feel awkward	Anxiety is common problem faced by all students
7.	P7	Happy	Worry about grammar mistake	Afraid of being watched when	I feel uncomfortable when I speak in English.
8.	P8	Worry	Worry about grammar mistake and missed pronunciation	Online speaking classroom makes me feel limited	Feel unconfident
9.	P9	Confident	Worry about forgetting vocabulary	Worrying about something havent yet	The judgement from the environment scares me
10.	P10	Happy	Worry about making missed pronunciation	I dont have any friends to practice with.	Rarely duration of practicing

#### DISCUSSION

The study is designed to know the students' perception of speaking anxiety and found that mostly students stated that worry of making mistakes is the highest anxiety that they experienced during speaking online classroom followed by their lackness of practicing with their friends. It also same with the previous research from (Zhiping & Paramasivam, 2013) stated that English foreign learners generally have some problem to express some idea with language that students yet mastered. (Zhiping & Paramasivam, 2013) also stated that a real fear of second language success, a phenomenon known as (foreign or second) language anxiety, can impede learning and accomplishment is present for many students.

According to research question, all participants stated that they are worry of making mistakes and their lackness of practicing with their friends are the causes that make them anxious during English speaking online classroom.

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