

Students' Speaking Anxiety at English Classroom in Agroecotechnology Department of Agricultural Faculty Untirta (A Descriptive Study in AgroEcoTechnology Classroom, Untirta)

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Abstract

This writing is a minor report of a descriptive research conducted to know the level of students' Speaking anxiety at English Classroom in Agroecotechnology Department of Agricultural Faculty, to find out the causes of the students' speaking anxiety and to describe the students' strategies in solving the speaking anxiety problems. In this study, method of the research is descriptive qualitative. The data were collected through questionnaire (using Foreign Language Classroom Anxiety Scale that designed by Horwitz et al) and semi structured interview. The researchers chose 2A of Agroecotechnology Class as the subject of this research. Further, the data analysis used in this research done through data reduction, data analysis and data display (qualitatively). To check the credibility of the data (trustworthiness), the researchers used triangulation on technique. The finding of this research would be meaningful contribution for the researchers as the lecturers of English in Agricultural Faculty to apply certain strategy in solving the students' speaking anxiety problem in joining English class.

Keywords: *Agroecotechnology department; English classroom; Speaking Anxiety;*

INTRODUCTION

The position of English as the first foreign language in Indonesia and as the first and the main language in the global era has made all students in Indonesia from elementary to university level need to learn seriously and continuously. Moreover, there is a global demand that fresh graduate students from university should be able to communicate in English either spoken or written. It can be stated that undergraduate students can get their best future of their work if they master English well. Therefore, mastery on English is a compulsory subject that should be mastered by all students in Untirta.

Speaking as one of productive skills is considered as important skill in oral communication. When a speaker produces his/her thoughts, feelings and ideas, the listener as the partner in speaking process, must respond the speaker well. It means a speaker ought to produce his/her words well in order to be understood by the listener completely.

Agroecotechnology is one of departments in Faculty of Agriculture. English is learnt as MPK (Character Building Subjects). The student's outcome of this faculty is the mastery of English either in spoken or written skills. However, as the experience of the researchers as the lecturers of English as MPK subject, there are only 25% students of Agroecotechnology who are able to speak English fluently. It means there are 75% students who still feel difficult to speak English. Some reasons which could be caught by the researchers as lecturers are the students feel anxious to speak English because of lack of vocabulary and grammar. They also tend to be nervous, worried and fear to speak English. As Brown (2001) states that Anxiety is a negative way of a human feeling that appears once speakers assume their oral performance to be wrong, stupid or incomprehensible. This problem occurred in the class of English subject and it also caused the negative achievement of their speaking ability.

From description above the researchers are interested in conducting the research related to Students' Speaking Anxiety at English Classroom in Agroecotechnology Department of Agricultural Faculty Untirta. The researchers' main problems focus on what levels of students' anxiety in speaking English, the causes of their anxiety and their strategies in coping with their anxiety. In this study, the researchers are eager to know the level of students' Speaking anxiety at English Classroom in Agroecotechnology Department of Agricultural Faculty, to find out the causes of the students' speaking anxiety and to describe the students' strategies in solving the speaking anxiety problems.

THEORETICAL FOUNDATION

One of the reasons why learners in Indonesia want to speak English fluently because they have a main goal of being able to speak to friends and even speak with foreigners and understand their spoken language without any missed perception. Some efforts have been implemented by those EFL learners to speak well. For instance, taking speaking course and practicing it simultaneously. Luoma (2004:2) also says that speaking in a foreign language is very difficult and the competence in speaking takes a long time to develop. It cannot be denied that being able to speak English

fluently and accurately takes much time and needs a lot of efforts to maintain and improve the speaking skills seriously.

The ability to speak in a foreign language is being able to use it fluently and appropriately. Hymes in Richard (2002:206) says that learners of English need to know not only the linguistic knowledge but also the culturally acceptable ways of interacting with others in different situations and relationships. This statement is also supported by Gower et al (1995: 99) that speaking has many different aspects: accuracy and fluency. Accuracy involves the correct of vocabulary, grammar and pronunciation. While fluency can be thought of the ability to keep going when speaking spontaneously. Brown (1994:254) has his clear definition on accuracy and fluency. Accurate means clear, articulate, grammatically and phonologically correct. On the other side, fluent means flowing naturally.

Ramsay (2003: 1) states that anxiety is a feeling of fear, dread or uneasiness and some anxious people suffer from conditions, phobias, stress, sadness, panic, and depression. In another definition, it has been called "the subjective feeling of tension, apprehension, nervousness and worry associated with an arousal of the autonomic nervous system" (Spielberger cited in Horwitz, 1986: 27).

Horwitz, et. al. (1986) categorizes the levels of anxiety into three levels based on their scale, there are high anxiety, moderate anxiety, and low anxiety. The high anxiety level is represented by a score of more than 144, the moderate anxiety level a score of 108 to 144, and little or no anxiety level less than 108.

There will be a close relation to discuss about speaking anxiety to the learning of foreign language anxiety. Horwitz et al (1986:127) say that there have been three interrelated components in discussing about spoken foreign language anxiety: communication apprehension (type of shyness characterized by fear or anxiety about communicating with people); fear of negative evaluation (apprehension about others' evaluation, avoidance of evaluative situations and expectation that others would evaluate oneself negatively); and test anxiety (learners' negative expectation about their performance in an upcoming test).

Learning a foreign language needs not only high intention to focus on

regular practicing but also high self-management (mentally practice/ beliefs) to develop the language mastery in skills and components. Young (1991:427) states that language anxiety is caused by Personal and interpersonal anxiety (low self-esteem and competitiveness); learners' beliefs about language learning (unrealistic ideas about language learning that could bring negative effects on their achievement because their beliefs do not match with the real situation); instructors beliefs about teaching (instructors who believe that their role help students learning better, much talking & teaching rather than facilitating); instructor learners' interaction (a harsh manner of correcting students' errors is often provoking anxiety, being incorrect in front of their peers and looking dumb), classroom procedure (the tasks are reported in front of the class, oral presentation) and language testing (format of the test, questions' type and materials to be tested).

Kondo (2004: 262) learnt further about students' anxiety in speaking especially about their strategies in coping with the anxiety. There are five strategy categories to cope with the speaking anxiety in EFL classroom. The first category, preparation that refers to the attempts at controlling the impending threat by improving learning and study strategies. Secondly, relaxation which involves tactics at reducing anxiety symptoms (taking deep breath or trying to calm down). The third one is positive thinking by diverting attention from stressful situation to positive and pleasant cues and brings relief to the anxious student. The fourth category is peer seeking. It is about students' willingness to look for other students who seems to have trouble understanding the class and/or controlling their anxiety. The fifth one is resignation. It is about students' reluctance to do anything to alleviate their language anxiety (e.g. giving up, sleeping in the class)

RESEARCH METHODOLOGY

This study used descriptive qualitative method to answer the research problems. There is a description of students' level of speaking anxiety, reasons of those having such anxiety experience and the strategies they have applied to cope with the anxiety problems in speaking English.

The research was conducted at 2A students of Agroecotechnology class, Faculty of Agriculture Untirta 2016/2017. The researchers decided to

focus on this class, 2A, because 2A students were more passive in English spoken rather than 2B and 2C class.

Researchers collected the data qualitatively by using semi-structured interview and closed-ended questionnaire proposed by Horwitz et al (1986:129). The data was analyzed by using Miles and Huberman (1994:11) theory: data reduction, data display and drawing conclusion. To check credibility of the data, triangulation technique was used.

FINDINGS AND DISCUSSIONS

The objective of this research is to know the level of students' Speaking anxiety at English Classroom in Agroecotechnology Department of Agricultural Faculty, to find out the causes of the students' speaking anxiety and to describe the students' strategies in solving the speaking anxiety problems. Below is the data findings and the discussion described in detail.

a. Findings

The researchers spread the questionnaire that adapted from Foreign Language Classroom Anxiety Scale (FLCAS) developed by Horwitz et al. (1986) that was used to know about the level of students' speaking anxiety. The category is **Low Anxiety**: the student's score of answering the questionnaire less than 108; **Moderate Anxiety**: the student's score in answering the questionnaire 108-144; and **High Anxiety**: the students' score in answering the questionnaire more than 144 (see page 4)

1. Students' Speaking Anxiety Level

From the result of students' scores in answering the questionnaires, it was found that the lowest score of the students was 73 and the highest score was 104. It can be concluded that all the students of class 2A had **Low Anxiety** (the student's score of answering the questionnaire less than 108). The level of speaking anxiety for each student was represented by the total score from questionnaire from 73-104. Since all of the population has **Low Anxiety** level, it can be said that 100% students were indicated as having **Low Anxiety**.

2. Factors of Students' Speaking Anxiety

To find out the data about factors that cause them feel anxious,

the researcher used interview. There were five questions delivered to be answered by the students. Below is the result of the interview related the reasons of why the students' feel anxious.

No	Factor of Students' Speaking Anxiety	Total students' Number	Percentage
1	Personal and Interpersonal Anxiety	20 students	55%
2	Learners' Belief about Language	1 student	3%
3	Instructor's beliefs about Teaching	0	0%
4	Instructor - Learners' Interaction	5 students	14%
5	Classroom Procedure	0	0%
6	Language Testing	10 students	28%

3. The Strategies Used by the Students to Cope with the Anxiety

The researchers used structured interview in interviewing the students in getting to know their strategies to solve their speaking anxiety. The results of the interview related the strategies they used to cope with speaking anxiety problems are displayed below:

No	Strategies	Total Students' Number	Percentage
1	Preparation	15 students	42%
2	Relaxation	5 students	13%
3	Positive Thinking	15 students	42%
4	Peer Seeking	1 student	3%
5	Resignation	0	0%

b. Discussion

Based on the findings, there were 30 of 36 students who said AGREE to questioner number 12 (It frightens me when I don't understand what the lecturer is saying in the English). It indicates that 81% students frightened when the lecturers of English explain the materials in English

There were 25 of 36 students who answered AGREE to questioner number 15 (I started to panic when I have to speak without preparation in speaking class). It indicates that 69% students were panic when they did not prepare for speaking task.

There were 24 of 36 students who answered AGREE to questioner number 19 (I get upset when I don't understand what the lecturer is correcting.). It indicates that 66% students did not understand the lecturers' correction.

There were 24 of 36 students who answered AGREE to questioner number 29 (I get nervous and confused when I am speaking in speaking class). It indicates that 66% students felt nervous and confused when they were speaking in English class.

There were 23 of 36 students who answered AGREE to questioner number 17 (In English class, I can get so nervous I forget things I know.). It indicates that 64% students forgot things they know when they get nervous.

There were 23 of 36 students who answered AGREE to questioner number 33 (I get nervous when the English lecturer asks questions which I haven't prepared in advance). It indicates that 64% students also got nervous when the lecturers asked questions which they had not prepared yet.

There were 22 of 36 students who answered AGREE to questioner number 11 (I tremble when I know that I'm going to be called on in speaking class). It indicates that 61% students were afraid when they knew they were going to be called to speak.

There were 22 of 36 students who answered AGREE to questioner number 25 (I always feel that the other students speak

English better than I do). It indicates that 61% students had low self-confidence to speak English.

Based on the findings of interview, there was 55% students had big factors of having speaking anxiety because of *Personal and interpersonal anxiety*. It is in line with the answers of questionnaire number: 11, 12, 15, 17, 19, 23, 25, and 29. Then, there was 28% students had speaking anxiety problems because of language testing. It can be supported by students' answers in answering questionnaire number: 3 and 33. Then, there was 28% students had speaking anxiety problems because of language testing. It can be supported by students' answers in answering questionnaire number: 3 and 33.

After analyzing the questionnaire and interview results, the researchers got supporting and important information related to the student's strategies that they have applied to struggle in English classroom and to solve the anxiety problems. There was 42% students answered that they had to prepare well before entering English class. It indicates that they really realize their lacking points. On the other hands, there were 42% students told that by having positive thinking made them decrease speaking anxiety problem. The last strategies that often used by students (13%) to cope with anxiety problems were by having relaxation. There was also a student who answered having peer seeking and peer correction and discussion to minimize speaking anxiety.

CONCLUSION AND RECOMMENDATION

Conclusion

The researchers have concluded the research after getting, analyzing and displaying the data. They are:

1. All the students of class 2A had **Low Anxiety** (the student's score of answering the questionnaire less than 108).
2. There were four of six factors that answered by students to make them have speaking anxiety in joining English classroom. They are Personal and Interpersonal Anxiety (55%), Language Testing (28%), Instructor Learner Interaction (14%), and Learners' Belief about Language (3%).

3. There were four of five strategies chosen by the students to cope with the problem of speaking anxiety. They are Preparation (42%), Positive Thinking (42%), Relaxation (13%), and Peer Seeking (3%).

Recommendation

Based on the findings of the research, there are some suggestions proposed by the researchers. First, it is suggested for the lecturer of English class to minimize the misunderstanding in the class by using bilingual language, English and Indonesian. It can be done by using code-mixing and code-switching in the class. Second, for the students of English class it is suggested for them to make English familiar to them by doing an interesting practice like watching English movies or listening to English songs. Third, for the next researchers the suggestion is to give treatments for the solution to the students' problems of speaking anxiety.

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