An analysis of students speaking anxiety at the sixth semester English education department of Universitas Ahmad Dahlan

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ABSTRACT

Speaking is one of the essential aspects for a foreign language learner to master. However, anxiety can be an obstacle for students in developing their performance in the learning process. This study aims to investigate the level of anxiety speaking English as a foreign language. This research uses descriptive quantitative. The subjects of this study were 40 sixth-semester students of the English Education Department at Universitas Ahmad Dahlan. This research used simple random sampling. The data were collected using a Likert scale through the FLCAS questionnaire from Horwitz modified in Najiha & Betty (2021). Then the researcher used Oetting's scale to calculate the score of the questionnaire items and categorized them into several anxiety levels. This study indicates that most students are "Moderate Anxious." The results showed that from the psychological aspect, there were half of the 40 students (50%) at Moderate Anxiety levels, 17 (43%) at Severe Anxiety levels, and 3 (7%) at Mild Anxiety levels.

1. Introduction

Humans are social creatures whose lives cannot be separated from other individuals. In this case, it is communication. According to Rajitha & Alamelu (2020), speaking is regarded as the most basic and effective mode of human communication. Communication can occur in two ways: verbal and non-verbal. Verbal is the most widely used. According to Bashir (2011), speaking is a useful ability in form of verbal. It is an oral communication process wherein two or more individuals send and receive messages or information to communicate their feelings, thoughts, and ideas to others. However, the issue here is the language itself, such as English. It is the most widely spoken language globally; more than 1 billion people use English to communicate. It is very basic use makes many people want to learn it. This is in line with Morozova (2013) that speaking ability is crucial and strengthened as a means of communication.

The English language has been established as a mandatory part of school and university curricula so that non-native English-speaking students of all specialties can overcome communication difficulties in their future jobs as future experts and professionals (Zhiping & Paramasivam, 2013). There are four important skills that must be mastered by those who want to master English; speaking skill is one of them. Learning speaking skills is not an easy matter, especially in Indonesia. Speaking

ability has been the most difficult feat to acquire, even though it is also one of the most damaging influences (Marzec-Stawiarska, 2015).

Anxiety is one of the obstacles for those who are learning English. Students who experience anxiety appear to have more trouble focusing and learning educational goals than other students, resulting in poor performance and growth (Gani et al., 2015; Yalçın & İnceçay, 2014). Anxiety is a negative emotion characterized by feelings of worry, a constant state of anxiety, an increase in network system alterations of unpleasant emotion accompanied by feelings of worry, a constant sense of anxiety, and an increase in network system modifications (Nurseto, 2018). The background things include fear of making mistakes, fear of getting negative reactions from other people, and lack of self-confidence. Emotional speaking anxiety has a "failure" effect when unable to speak well. For some students, having to respond (and maybe being graded based on that response) leads to anxiety (Cooper et al., 2018). While making mistakes in the learning process is a normal thing to do. According to Maulidiyah (2014), anxiety affects language learners' accomplishment in two ways: indirectly through worry and apprehension and directly by limiting involvement and explicitly rejecting the language.

It harms students' ability to adjust to their learning environment and achieve success. It may be said that many students are scared of speaking a foreign language. Fear of public speaking is common among university students and the public (Amini, 2013). According to Yahya (2013), one of the reasons students feel uncomfortable and disinterested in speaking English in EFL class is that they will have a reason to think that even if they make mistakes, the teacher will call them in the beginning out. This is also in line with Numaya (2013), who states that speaking anxiety must be overcome to achieve efficiency in language acquisition. The most challenging skill that students fear is speaking.

Some studies have discussed speaking anxiety in speaking class. Huda & Ma'mun (2020). conducted research on the speaking anxiety of Students' Presentations. Then the research finds that overthinking, lack of preparation, unpleasant experiences, low proficiency, low personal confidence, fear of making mistakes, and test anxiety were all characteristics that contributed to students' speaking anxiety during presentations. Damayanti & Listyani's (2020) goal is to learn more about the elements contributing to students' speaking anxiety in an academic speaking class at a private institution in Central Java, Indonesia (English language education program). According to the survey and interview findings, students' fear of speaking comes from a lack of vocabulary, underestimating their abilities, unpreparedness, nervousness, and anxiety of being ashamed in front of their peers. Fitriah & Muna (2019), the goal of this study was to determine what factors influenced the students' anxiety and what type of anxiety they were dealing with. In addition, students' anxiety was compounded by the lack of mental preparation, a limitation of mastery of vocabulary, pronunciation, grammar, and awareness of classroom activities, including the fear to perform the Anxiety Test. Tien (2018) this research focuses on what causes EFL English-speaking anxiety. The findings show that students are very concerned about the precision of grammar usage, lack of vocabulary knowledge, perfect pronunciation, and their desire to have their meaning understood.

Based on the previous research, that study focuses on the factors causing students to feel anxious when speaking English in an EFL classroom at a university without knowing the level of anxiety experienced by students. As a result, the researcher wanted to know what the level of anxious Universitas Ahmad Dahlan sixth-semester students is when speaking English. According to the reason given, students, particularly those majoring in the English Department, should be able to master speaking since they have taken all the speaking skills-related courses. The researcher made the decision to carry out this study after learning from several Department of English Education 6th semester students at Universitas Ahmad Dahlan that they occasionally experienced anxiety and lack of confidence when presenting assignments and expressing their opinions on teacher-provided topics that required students to use English.

2. Method

This research employed a quantitative descriptive approach. According to Gerard Benny et al. (2020), descriptive quantitative research uses graphical and numerical data representations to uncover patterns and support data interpretation. It refers to numerical statistics and graphic data in quantitative descriptive design.

That are 40 students involved in this research taken from 6th-semester students English Education Department of Universitas Ahmad Dahlan based on random sampling. Sugiyono (2017) states that simple random sampling selects an individual from a random sample, regardless of the existing stratification.

The information was collected using a Likert scale using the FLCAS (Foreign Language Classroom Anxiety Scale) questionnaire from Horwitz modified in Najiha & Betty (2021). The students were given a questionnaire by the researcher. In analyzing the data, the researcher took several steps, namely, checking answers, counting each statement item that has been filled in by the respondent based on positive and negative statements ranging from strongly agree to strongly disagree; the next step is to calculate the score of the questionnaire items and the researchers categorized into several levels of anxiety based on the Oetting's scale after receiving the overall score from the participants' FLCAS results.

3. Findings and Discussion

The following explains the results obtained by researchers to determine the level of anxiety among learners; the researcher must count the results of the questionnaire to categorize anxiety levels. The categorization aids in determining the next steps to take based on the amount of anxiety among the learners. Table 1 explains level anxiety categorization, while Table 2 explains the overall anxiety rating and level category of students:

Table 1. Adapted from Oetting's Scale, the FLCAS Anxiety Scale

Range	Level
124-165	Very Anxious
108-123	Anxious
87-107	Mildly Anxious
66-86	Relaxed
33-65	Very Relaxed

In FCLAS, the total score is calculated by adding the score for each question from 1 to 33 statements. As a result, after receiving the scores, the researcher classified them using an Oetting's Scale cited in Mayangta (2013).

Table 2. Total of Students' Score and Level Category

Range	Level	Result	
		Frequency	Percentage
Very Anxious	124-165	2	5%
Anxious	108-123	15	38%
Mildly Anxious	87-107	20	50%
Relaxed	66-86	3	7%
Very Relaxed	33-65	0	0%
Total		**40**	**100%**

Based on the findings above, Table 2 reveals that out of 40 participants, 2 (5%) experienced a "Very Anxious" level, whereas 15 (38%) felt anxious. Then 20 students (50%) were classified as "Mildly Anxious". This is a frequent occurrence because many people become frightened or nervous

when they must accomplish anything in front of others, and only three students (7%) in the "Relaxed" category claim that they have no anxiety issues.

According to (Muhammad, 2019), there are three aspects of the psychological level associated with anxiety: mild anxiety, moderate anxiety, and severe anxiety. From the results of 40 respondents, there were 17 (43%) who experienced levels of "very anxious" and "anxious". Then most of the respondents were at a normal level of anxiety. This includes the highest level of anxiety. These are emotions that arise from the perception that something is wrong and their surroundings are attacking them. This is usually the outcome of an anxiety or fear response. Extreme anxiety manifests itself in actions or sensations such as a constant need to be free, being very nervous, apprehensive, perplexed, lack of physical contact, retreat, rejection, a want for more space, shaking, etc.

After that, half of the students, 20 (50 %), feel anxious to a mildly level. It's a common occurrence for many people to feel tense or uncomfortable if they must perform anything in front of people (especially the lecturer or native speakers). Moderate anxiety is a negative emotional sensation triggered by anything that makes people feel nervous or agitated. Symptoms of mild anxiety include discomfort, reactivity, forgetfulness, sound disturbances, sweating, migraines, backache, and other symptoms.

In contrast, 3 (7%) fall into the relaxed category. Their ratings range from good to great. This shows that they are not bothered by their level of anxiety. They do not stress when they talk, so their English production is very good. Mild anxiety is the feeling that something is wrong, and people with mild anxiety need further attention. Mild anxiety is related to the stress of everyday life. People with mild anxiety have difficulty concentrating, are irritable, prefer to be someone else, have a pinched face, trembling mouth, heart rate, etc.

Therefore, in this study, it was concluded that the student's level of anxiety in speaking English was moderate anxiety, with an average score of 103.7. This finding is similar to the research by Daud et al. (2019) on the level of anxiety experienced by 30 pre-service English teachers at a university in Indonesia. Then the findings of Audia et al. (2019) from 30 first-year students of the English Language Study Program at the University of Riau, it was found that 14 students (47%) were a moderate level of anxiety. The studies by Çağatay (2015) in the context of EFL Turkish showed that EFL students had a moderate level of FLSA. Miskam & Saidalvi (2018), in the context of Malaysian undergraduate students, 32 (76%) of the 42 participants had moderate levels of English-speaking anxiety. However, it is slightly different from the findings of Toubot et al. (2018) from 300 fourth-year students majoring in English at three universities in Libya whose students experienced moderate to high levels of speaking anxiety.

Moderate levels of speaking anxiety appear to be tolerable, but they are nevertheless concerning and must be addressed. A foreign language might prevent students from expressing themselves in English and have a negative impact on their speaking skills. This is in line with Melouah (2013), speaking anxiety is one of the most critical elements affecting foreign language learning, and it has a negative effect on students' spoken English proficiency. It can impact students' capacity to express themselves in English (Çağatay, 2015) and their willingness to communicate (Wu & Lin, 2014). The essential aspect that impacts student performance in the classroom or at university, especially wherein they speak English, is speaking anxiety in a foreign language (Dyiar, 2014). It agrees with Suleimenova (2013), who claims that learners' speaking anxiety disrupts their learning process, believing they are not advancing, particularly in terms of grammar and English interaction.

4. Conclusion

Humans are social creatures whose lives cannot be separated from other individuals. In this case, it is communication. Communication can occur in two ways: verbal and non-verbal. It is the most widely spoken language globally; more than 1 billion people use English as a means of communication. Learning speaking skills is not an easy thing, especially in Indonesia. Background things such as fear of making mistakes, fear of negative reactions from others, and lack of confidence.

This study indicates that most of the students are in the "Mildly Anxiety" category without "Very Relaxed" students. There were 2 (5%) students who were "Very Anxious," 15 (38%) students who were "Anxious," 20 (50%) students who were "Mildly Anxious," and 3 (7%) students who were "Relaxed" among the 40 participants. The results showed that from the psychological aspect, there

were half of the 40 students (50%) at Moderate Anxiety levels, 17 (43%) at Severe Anxiety levels and 3 (7%) at Mild Anxiety levels. Many students experience anxiety when speaking English as a foreign language, which negatively impacts them. As a result, it is very important for the teachers to be aware of the anxiety and know the students' anxiety.

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