

A CASE STUDY ON ENGLISH SPEAKING ANXIETY IN LANGUAGE LEARNING CLASSROOM OF NON-MAJOR STUDENTS OF STIT PALAPA NUSANTARA LOMBOK

Kecemasan Berbicara Bahasa Inggris di Kelas Pembelajaran Bahasa Pada Mahasiswa Non-Jurusan (Studi Kasus STIT Palapa Nusantara Lombok)

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Abstract

The aims of this research was to analyze the non-major students' speaking anxiety in language learning classroom. The subject of this research was the 2nd grade students of the study program of Islamic Educational Management (MPI) of STIT Palapa Nusantara Lombok. This research investigated various categories of anxiety and their causal factors. The research utilized a case study feature. The data were collected through classroom interaction observations and interviews. The data were then analyzed and interpreted to answer the research questions. This research achieved two results related to the research questions. First, the researcher obtained three proven categories of anxiety such as Anxious Nature, Contextual Anxiety, and State Anxiety. The category of students' speaking anxiety was based on Elis theory. Furthermore, the researcher gained three causal factors that brought up the students' speaking anxiety such as Speech Anxiety, Exam Anxiety, and Dread of Negative Evaluation. The causal factors of students' speaking anxiety was based on Hornvitz theory. Additionally, pupils have speaking anxiety due to a lack of vocabulary and grammatical skills. Thus, on behalf of forcing the students to be more confident, eloquent, and disappear their anxiety to speak, lecturers should uplifting them by having brilliant approach and creativity in teaching and learning process.

Keywords: *Anxiety, Speaking, Students.*

INTRODUCTION

Speaking, which calls for engagement, can be difficult for many students especially for non-major students these days. Students must make every effort to identify someone with whom they can communicate, even though the other four skills can be taught on their own. Speaking is one of the key elements of acquiring a second or foreign language, according to Nunan (2000:39). Thus, when students have capacity to talk by the language that they acquired indicates that they are successful. For children or students to acquire a language and be able to interact effectively both within and outside of the classroom, fluency in speaking is crucial. Being able to converse in English with friends and strangers in a language that both parties can understand is undoubtedly one of the goals of many English language learners. Speaking, however, is the main issue for English language learners. According to Boonkit (2010), one of the numerous factors that might need to be taken into account is nervous brought on by dread of making mistakes. It can be stressful when they are asked to speak a second or foreign language before they are proficient in it. According to Thornbury (2005: 28), a lack of vocabulary, poor grammar, and a dread of making mistakes are some of the things that might cause speaking failure and extreme anxiety when speaking. Not only occurred to a cub but also for college learners particularly non-major students. According to Cebreros (1998), they also have to deal with the difficulty of communicating via instruments that they do not fully comprehend.

Based on the elaborated information above, the researcher also gained such problems made by the 2nd semester of non-major students of Islamic Educational Management of STIT Palapa Nusantara Lombok. The observation result indicated that most of the students were anxious when they were commanded to present their task in front of the class using English, some of the students said to their lecturer that they were nervous to speak in front of the class because they don't memorize many English vocabularies and don't know how to use the English structures. Related to the problems, the researcher was interested to identify various categories of anxiety that students in English speaking classes encounter and to recognize the main causal factors of the speaking anxiety.

Several researchers also investigated such this research. First, Indrianty (2016), she investigated about students' anxiety in speaking English (A case study in one hotel and tourism college in Bandung). She found only two kinds of students' speaking anxiety such as trait anxiety and state anxiety. Meanwhile, this research was applied for non-major or non-English learner and found the whole categories of anxiety. Second was Saputra (2018), investigated an analysis of students' speaking anxiety toward their speaking skill. His investigation was focus on the effect of using Communicative Language Teaching (CTL) towards students' speaking skill. He also adopted quantitative approach. Meanwhile, this research utilized descriptive qualitative which focus on

identify in various categories of anxiety that students in English speaking classes encounter and to recognize the main causal factors of non-major students' speaking anxiety.

Scrutinizing students' anxiety is another way to inspire and involve them in using the target language frequently in academic and non-academic settings. Lecturer can improve their instruction and encourage students to use English both inside and outside of the classroom by gathering data on student anxiety. Not only that but also as a guide to improve curriculum.

METHOD

This research was concentrated to identify various categories of anxiety that non-major students in English speaking classes encounter and to recognize the main causal factors of the speaking anxiety. The location of this research was one of the university in Lombok Island namely STIT Palapa Nusantara specifically the study program of Islamic Educational Management (MPI). This research site was chosen just because of curiosity of why this problems happen for many years in every student's level. The researcher is the English lecturer in the study program of Islamic Educational Management (MPI) as well. This makes it easier for the researcher to enter the research site. The participant of this research was the second semester of MPI students. This lesson lasts 90 minutes and is held once a week. 29 students participated in the research. There are 12 females and 17 males among them. Based on their achievement levels high, medium, and low just 5 (five) of the Twenty-nine pupils were chosen for interviews.

On behalf of collecting the data, the researcher employed observation and interview techniques. Thence, to analyze the data the researcher used three steps based on Miles and Huberman, (2018) Theory. After collecting the data, the researcher did data reduction which means that he choose and make the data simpler aiming to categorize, lead, and leave unneeded data. Thence, the researcher also displayed the data as some categories aiming to make it easier to be understood so that it is possible to rise a conclusion and taking an action. Here he interpreted the whole gained data, searched and compared one component with others finally could construct a conclusion.

The observation sheet towards classroom interactions is the first step in the analysis. Furthermore, the transcription was read many times. During the reading process, the researchers used coding activities to adjust the data to the research questions. The purpose of coding was to break down and reorganize the data into categories, so that the data could be compared within and between these categories Maxwell (1996:78). To make sure that the obtained data was true, the researcher learned it. Thence, the interview data were transcribed, classified, and evaluated in order

to address the research questions. As argued by Cohen and Manion, (1994), after obtaining the transcriptions then a researcher should return it to participants to confirm whether or not students accurately reflected what students had said and intended. Lastly, the data was coded and categorized using thematic data analysis. In this instances, the student responses were grouped by the researcher based on the research theme in line with the students' anxiety of speaking English in class.

RESULT

This research was concentrated to identify various categories of anxiety that non-major students in English speaking classes encounter and to recognize the main causal factors of the speaking anxiety. In this section, the researcher gained the data through interview and observation. The interview data indicated that there were three categories of non-major students' speaking anxiety such as **Anxious Nature (ANT)**, **State Anxiety (SAT)**, and **Contextual Anxiety (CTA)**. The following were the data of **Anxious Nature** obtained from the interview and observation:

(Informant 1) *"Because I feel that I can't speak in front of massive people, I feel really nervous not only when I am speaking English but also in other lesson." (ANT)*

(Informant 5) *"I'm sorry sir, I'm shy to speak in front of many people. I've been a shy person for a long time" (ANT)*

"eekkk I get up mmm early at eee five o'clock am and eeeek after that I wudu' then ebbb have a down sssss prayer." (Four obstruction in one sentence) (ANT)

Thence, the data of **Contextual Anxiety (CTA)** obtained from the interview and observation were printed below:

(Informant 2, 3, and 4) *"I find it awkward and anxious to share thoughts in front of my class while my friends laugh at me also my English pronunciation is bad." (CTA)*

(Informant 2) *" I am very uncomfortable if I face an exam. Sometimes I know the answer, but if I have to share it in English, my lips are closed. I don't want my friends to laugh at me because of my English pronunciation. So I just smile, and wait until someone answer it or until the teacher give a clue" (CTA)*

"Students A : (She is opening the presentation by smiling while looking down to the floor) and said; I ...I ...gu to school eeeee by obbb with me friends." (Her hand was tremble) (CTA)

The last one was the data of **State Anxiety (SAT)** obtained from the interview were printed below:

(Informant 3)

"Lecturer : hi, how are you today?"

Student : mmm I am good sir.

Lecturer : do you enjoy your English presentation?"

Student : mmm I am nervous sir.

Lecturer : what makes you nervous?"

Student : because there is a new student here." (SAT)

(Informant 2) *"I'm usually not really anxious but today I am very anxious to speak in front of class using English"*

Meanwhile, the data of **State Anxiety (SAT)** which was obtained from the observation printed below:

"ehh akk I go to school eek everyday emm with my friend" (then silent and look down up to she sit back to her seat.) (SAT)

The further data gained from the interview and observation was about the causal factors of non-major students' speaking anxiety. There were three causal factors of non-major students' speaking anxiety such as **Speech Anxiety (SPA)**, **Exam Anxiety (EAT)**, and **Dread of Negative Evaluation (DNE)**. The following were the data of **Speech Anxiety (SPA)**, obtained from the interview and observation:

(Informant 3) *"I am anxious whenever I have to communicate in English. My heart is thumping, my legs are constantly trembling, and all I can say is "ekkkkk emmm" After a while, I simply perspire and forget everything. It's really uncomfortable." (SPA)*

"Speaking English is hard for me, especially when I have to do it in front of the lecturer. I therefore prefer to sit quietly in class so that the lecturer won't point at me to talk." (SPA)

The following were the data of **Exam Anxiety (EAT)** obtained from the interview:

(Informant 1) *"My parents really want me to be able to speak English. That's why when my English exam comes, I am feeling really anxious." (EAT)*

The next causal factors was **Dread of Negative Evaluation (DNE)**. The following was the interview data:

(Respondent 2) *"sorry sir, I am anxious because I am afraid if my friends laugh my English" (DNE)*

DISCUSSION

On behalf of recognizing categories non-major students' speaking anxiety gained from the 2nd semester of non-major students of STIT Palapa Nusantara specifically the study program of Islamic Educational Management (MPI). The researcher utilized the Elis theory who postulates that anxiety is divided becomes three categories namely **Anxious Nature (ANT)**, **State Anxiety (SAT)**, and **Contextual Anxiety (CTA)**. From that theory, the researcher tried to categorize non-major students' speaking anxiety. When students worked on speaking activities or when they were presenting an English task in front of the class, they showed all mentioned categories of anxiety related to foreign languages especially English language. From three categories of anxiety mentioned from the theory above the researcher obtained all those categories of anxiety adopted from the interview and the observation result. The first category was **Anxious Nature (ANT)** it is believed that anxious nature is a set stage of anxiety. This category of anxiety may obstruct language

acquisition because it is a persistent aspect of an individual's character. A person's propensity to feel tense or anxious, regardless of the situation they are in, is what (Pappamihiel (2002); Spielberger, 1983) defines as the nature of anxiety. Since such anxiety is ingrained in a person, it cannot be completely eradicated and is permanent. This characteristic makes a person feel nervous in a range of circumstances. If anxiety becomes a characteristic, it will impede language acquisition. According to the observation, only 2 student out of every 29 had this kind of anxiousness. The student tended to be really anxious during the interview and struggled to deliver the presentation in English. The interview sample that follows acknowledges that he did not actively participate in other educational topics. Meanwhile, the observation result indicated that the respondent 1 could not produce a sentence without any obstructions like “eekk, eee, eekkk, ehhh, and sssss.” when he was commanded to present speaking task about daily activity. Whereas, the lecturer permitted him to notice his paper. It reflects that he was really nervous. Not only that but also based on sighting, he didn't brave to have an eye contact either with his lecturer or the other learners.

Furthermore, the student's body language and facial expressions conveyed his anxiety. Thence, he ultimately made the decision to go back to his seat and respond to the teacher's and other students' inquiries. Accordingly, Lucas (2009: 9) said that those who suffer from this kind of anxiety have a mental illness known as gloss phobia. As printed on the observation, there are three students had this category of anxiety. This case proved by numerous life experience that students with lack of socialization and including early traumatic events could affect his mentality to speak in front of many people.

Regardless of what they are supposed to say, the comment demonstrates how much kids or students detest speaking in front of others. Furthermore, McCroskey (1986) claims that persons who attempt to speak and receive unfavorable responses from others grow to wish to keep quiet. Therefore, in order to avoid more severe consequences, students who exhibit anxious symptoms need to receive appropriate treatment. If anxiety qualities are not addressed, students may attempt to avoid lessons and have panic episodes. So that's why learning component is required an attention. The notion that student performance may be impacted by anxiety related to speaking a specific language is supported by Horwitz (1991). Teachers must thus make a conscious effort to foster a welcoming and community-focused environment.

The second category was ***Contextual Anxiety (CTA)***. Several research (MacIntyre, 1991; Ellis, 1994; Spielberger, 1983) postulated that Contextual anxiety is a persistent and complex form of anxiety and contextual anxiety can be brought on by specific events or circumstances, such as giving a speech in front of an audience, taking tests, or engaging in class activities. That means claims

that a person's propensity to experience anxiety in particular circumstances and at particular times is known as contextual anxiety. Furthermore, contextual anxiety is related to a temporary transformation inside of individual's emotion caused by external factors. As postulated by Spielberg (1983), contextual anxiety is a natural physiological reaction, and after it passes, the person will feel "normal" once more. Such this anxiety is commonly appeared when the students have to speak in front of the class which indicated that they were having traumatic to certain contextual anxiety. Those evidence mentioned or proved on the observation and interview result. The first context when the students felt anxious to speak English was when performing a presentation. They said that an English presentation was a big problem. The majority of pupils avoid standing close to their chairs and avoid looking at their peers.

The second is experiencing anxiousness when acting out a part. The lecturer commanded to make a group in pairs on behalf of having a free conversation in front of the class. Again, two of the five of the nine groups who performed that day experienced similar issues. They made use of rigid body motions, unnatural volume, and frequently paused or burst out laughing without cause. The third context was being dread to ask a question related to the incomprehension towards the material. From 29 students in the classroom, only 2 students rose their hands and asked the lecturer while the others just handed their books, see, and ask each other.

The aforementioned statements demonstrated that students express concerns about their capacity to express their ideas when asked. They lack confidence and are terrified of being the focus of attention, in addition to acting humbly, which is a trait of traditional cultures. Students then feel more at ease participating in specialized activities and working in groups. This is a subjective opinion, though, as some people find some hobbies to be both stressful and fulfilling (Cubukcu, 2007). Furthermore, a lot of students are scared of seeming foolish and making mistakes because they think that people will make fun of them for their poor language skills.

The third category was **State Anxiety (SAT)**. State anxiety is similar to contextual anxiety. Both of them are related to certain context, but contextual anxiety is more permanent and has a clear trigger and it is defined as the combination between anxious nature and contextual anxiety. Several research (Spielberger, 1983; Horwitz, 1986) postulated that as the name implies, anxiety state happens under specific circumstances and is therefore everlasting. Thence, in the observation, there was only 1 student out of every 29 had this kind of anxiousness. In which, when the researcher asked her about "what makes you anxious when you present your English task in front of this class?" then she said "because I can't present anything when there is a new student in this class.

Meanwhile, the observation result indicated that the respondent 1 could not produce a sentence without any obstructions like “ehh, akk, emm, ehhh, and sssss.” when he was commanded to present speaking task about daily activity. Whereas, the lecturer permitted him to notice his paper. It reflects that he was really nervous. Not only that but also based on sighting, he didn't brave to have an eye contact with the new student. The student's nervousness was also shown by his facial expressions and body language. He ultimately made the decision to go back to his seat and respond to inquiries from the teacher and other pupils as a result. According to Horwitz (1986), this kind of anxiety is temporary and only occurs in specific situations. It is a tense or anxious feeling that arises at a certain time in reaction to outside circumstances. This occurs as a result of stressful events or circumstances that students encounter. Regardless of what they are supposed to say, the comment demonstrates how much kids or students detest speaking in front of others. Furthermore, McCroskey (1986) claims that persons who attempt to speak and receive unfavorable responses from others grow to wish to keep quiet. Therefore, in order to avoid more severe consequences, students who exhibit anxious symptoms need to receive appropriate treatment. If anxiety qualities are not addressed, students may attempt to avoid lessons and have panic episodes. So that's why learning component is required an attention. The notion that student performance may be impacted by anxiety related to speaking a specific language is supported by Horwitz (1991). Teachers must thus make a conscious effort to foster a welcoming and community-focused environment.

The last primary focus was on the causal factors of the non-major students' speaking anxiety. The researcher gained the data from the 2nd semester of non-major students of STIT Palapa Nusantara specifically the study program of Islamic Educational Management (MPI). The researcher utilized the Horwitz theory who postulates that the causal factors of anxiety is divided becomes three factors namely ***Speech Anxiety (SPA)***, ***Exam Anxiety (EAT)***, and ***Dread of Negative Evaluation (DNE)***. From that theory, the researcher tried to identify the causal factors of non-major students' speaking anxiety. As printed on the theory, the researcher also found the three primary causes of foreign language anxiety. Here, the researcher would try to elaborate the all factors; the first causal factor was ***Speech Anxiety (SPA)*** According to Horwitz. (1986), Embarrassment, dread, and anxiety of talking with other people are what we call as ***Speech Anxiety***. When learning a foreign language, speech anxiety is brought on by the perception that one will probably struggle to understand both oneself and other people (Cubukcu, 2007). It will make students to be passive in class. In short, someone with speech anxiety tend to avoid when someone invite him to communicate. The aforementioned statement suggests that pupils who avoid communicating in

other languages and are inactive may suffer from anxiety. A thorough examination reveals that foreign language learners also have specific physical impacts.

Similar symptoms were discovered in the interview conducted at a different time with another student. Respondent 5 acknowledged that he experienced headaches and perspiration on his palms whenever he was required to speak in English, even for a single sentence. The printed information demonstrates how speech anxiety impairs speech clarity and creates severe physical discomfort. As a result, pupils make every effort to refrain from using English. According to Campbell (2006) assertion, people who suffer from speech anxiety tend to avoid spoken communication by engaging in avoidance and withdrawal behaviors. (To put it simply, the accompanying figure illustrates how kids experience anxiety.) Speech anxiety, commonly referred to as public speaking anxiety, is a symptom of extreme physiological anxiety and an inability to communicate effectively, according to the research described above. Students' circumstances differ as a result. While some people attempt to avoid speaking, others continue to use English despite their inability and frequent mistakes.

The second causal factor was ***Exam Anxiety (EAT)***. The fear of failing is the root cause of *exam anxiety*, a form of performance-related anxiety. Exam anxiety is regarded as one of the most significant elements of poor motivation. One term that can be applied to this is "an unpleasant feeling or emotional state that has physiological and behavioral consequences and is experienced in formal examinations or other evaluative situations" (Dusek 1980). The aforementioned statement demonstrates the strong relationship between anxiety and the fear of acting inappropriately. According to Horwitz (1986), a person's performance might be seriously hampered by their fear of failing. Anxiety before tests can harm students' ability and self-confidence, claims Tanveer (2007). As seen above, students' acceptance is impacted by two primary worries when they were faced with an exam circumstance. The aforementioned instance supports Tanveer's (2007) explanation, according to which students' talents and self-confidence have been demonstrated to suffer as a result of exam anxiety. Even though the consequences of this anxiety are transient, students still become terrified of exams in every subject.

The third causal factors gained from the Respondent 2 was ***Dread of Negative Evaluation (DNE)***. Fear of receiving a poor review, concern about other people's opinions, attempts to steer clear of evaluation-related circumstances, and anticipation that others will think poorly of them are all examples of the third type of anxiety. Anywhere, this fear can surface. Students could be sensitive to the perceived and actual opinions of their peers. Speaking in front of examiners or a familiar audience can cause anxiety among foreign language learners. Students feel concerned about the

opinions of significant others, including parents, friends, and professors. According to Liu (2007), students' anxiety of receiving a poor grade is associated with their perceptions of how other people teachers, classmates, or others might perceive their language proficiency. However, social interactions were a greater concern for the students in this particular session. Students' engagement and self-confidence were adversely affected by their classmates' opinions. The aforementioned results appear to corroborate Tanveer's (2007:39) findings, which claim that anxiety plays a role in language acquisition. The findings indicate a significantly higher association with anxiety in other subjects (e.g., research methodology, mathematics). The majority of students experience anxiety when speaking in English in class, according to general studies about the causes of student anxiety. According to observational data, pupils who speak English in class also seem nervous, and they can experience three different kinds of anxiousness. The triggers or triggering variables, however, differ. To put it briefly, mastering practical English skills causes linguistic anxiety. Students' motivation to learn and degree of engagement are adversely affected by this.

CONCLUSION

The study was a success. It looked at how anxious students were in English-speaking classrooms. Additionally, it made an effort to pinpoint the many forms of anxiety and its origins. First, **Anxious Nature, Contextual Anxiety, and Anxiety State** are the three categories of anxiety, according to the study's primary findings. *Anxious nature* is the term for the ongoing stage of anxiety. Since this kind of dread is ingrained in a person's personality, it endures and may impede language acquisition. After experiencing situational anxiety, which is a natural physiological reaction, the person will eventually feel "normal" again.

Second, there are three primary causes of anxiety in students taking English-speaking classes: **Speech Anxiety, Exam Anxiety, and Dread of Negative Anxiety**. Students who suffer from communication anxiety, often known as the strain of public speaking, become physically agitated and find it difficult to talk clearly. Students consequently start to feel anxious and try their hardest to increase their self-confidence. Situations where students must speak in front of an examiner or a familiar audience are linked to their anxiety of receiving a poor grade when studying a foreign language. Data from interviews also shows a lack of English words and a lack of grammatical knowledge. The findings of the study suggest that there are a number of reasons why students feel nervous when speaking in front of the class. These include a lack of language, a fear of making mistakes, a fear of peer ridicule, and a lack of grammatical knowledge. Teachers should keep

encouraging students to use English in the classroom. As was already said, students' speech anxiety, exam anxiety, and dread of negative anxiety grade are the main causes of their anxiety when speaking in front of the class in English. Instructors must be more cognizant of these concerns. As a result, it is imperative that educators focus on factors that facilitate kids' speech. Lecturer need to be more understanding of their students' fears in order to help them speak smoothly and confidently in English-speaking classrooms. This emphasizes how crucial it is for educators to be more creative in designing learning environments that inspire students to speak with confidence. Better English speaking abilities in the future will result from this.

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