STUDENTS’ ANXIETY IN THE SPEAKING CLASS AND ITS CONSEQUENCES TOWARD THEIR SPEAKING ACHIEVEMENT
(A CASE STUDY OF THE EIGHTH GRADE STUDENTS OF A BILINGUAL PROGRAM IN SOLO)

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Abstract
This research presents the study on the problem of speaking anxiety in a bilingual class. This study was conducted to ensure the success of English education in primary schools. Therefore, foreign language anxiety is a significant issue which cannot be ignored. This can be the reason why the researcher needs to investigate this case in order to provide some strategies for the English teacher to reduce the students' speaking skill. The objectives of this study are to explore and describe the problems that are encountered by the students in learning a foreign language which is known as speaking anxiety. This research was conducted in a bilingual class from January 2014 to July 2014. A qualitative case study approach was employed and the data were taken through close questionnaire, in-depth interview and participant observation. In analyzing the data, the interactive model of data analysis proposed by Miles M.B and Huberman A.M (1984) was used. A considerable number of students when speaking English in this bilingual class experienced the speaking anxiety. The students reported to be the most anxious when they had speaking test. That was caused by the learners’ characteristic and the classroom procedure. The symptom which often experienced by these anxious students was psychological symptoms. In the relation of speaking achievement, it reported that speaking anxiety has a significant impact to students' speaking achievement. Most students had their own strategies to reduce their speaking anxiety. The teacher also reported that she never stop to find some strategies to help her anxious students. It is necessary for both English teachers and students to be aware that anxiety is a serious issue for EFL students and that a multiple of variables contributes to it in language classrooms. More importantly, they should realize the urgent need to search for strategies to help students reduce or even eliminate anxiety when speaking English in class.

Keywords: speaking anxiety, speaking achievement, bilingual students

Introduction
Speaking consists of creating a meaningful communication between two or more people in order to get the respond from the listeners and learn how to follow the social and cultural rules appropriately in communication circumstance. In line with the important of speaking, teaching speaking is considered needed for the EFL students. Nevertheless, in daily language teaching, the composition of teaching speaking and writing or reading was not balance. The very limited chance to practice can be the causes of being not confidence, shyness and silence that impede a
natural communication (Juhana, 2012: 100).

In addition, speaking in the classroom or in front of other students may arise some more anxiety since the learners will be afraid of making pronunciation errors or being laughed at by others (Price, 1991: 106). However, many students and teachers are not aware of this existing case. To ensure the success of English education in primary schools, students’ speaking anxiety is a significant issue which cannot be ignored. This can be the reason why the researcher needs to investigate this case in order to provide some strategies for the English teacher to reduce the students’ speaking anxiety.

Mayer (2008: 4) defines anxiety as a state of intense agitation, foreboding, tension, and dread, occurring from a real or perceived threat of impending danger. However, Williams (2008: 1) claims that although there are some kind of anxiety which give bad contribution to students learning, there can be a good kind of anxiety, that is facilitating anxiety which can give positive effect on students learning. There are three related anxieties as components of FLA: communication apprehension (the fear of communicating with other people), test anxiety (fear of exams, quizzes, and other assignments used to evaluate the students’ performance), and fear of negative evaluation (the worry about how others view the speaker).

Anxiety, in general, can have physical/physiological, emotional, and behavioural manifestations, and these manifestations can differ with each individual. Ferdous’ research (2012: 4) has shown that there are also a number of ways that learning a foreign language can cause anxiety for the language learner. The causes can be broken down into three main sources: learner characteristics, teacher characteristics, and classroom procedures.

Horwitz et al (cited in Toth, 2010: 55) state that the most commonly used measurement of foreign language anxiety is the “Foreign Language Classroom Anxiety Scale” (FLCAS). According to Horwitz (1986: 559), “This self-report measure assesses the degree of anxiety, as evidenced by negative performance expectancies and social comparisons, psycho physiological symptoms, and avoidance behaviors”.

The previous studies of foreign language anxiety have mainly focused on language learners in senior or college levels. Very few explored learners in Junior High School. The learners’ language proficiency is associated with their learning in the early years of their lives. If the learners’ language anxiety is not carefully tackled, their language proficiency will be affected. Thus, this study was significant to observe students foreign language anxiety in speaking English classroom employed
by junior high school students where English was taught as the foreign language.

**RESEARCH METHODOLOGY**
This research used purposive method to choose the subject of the research. This research was conducted at bilingual class. This research was conducted from January 2014 to July 2014. A qualitative case study approach was employed and the data were taken through close questionnaire, in-depth interview and participant observation. The students were given a FLCAS questionnaire in order to identify the level of students’ anxiety. The students’ symptoms and strategies were identify by delivering the students’ symptoms questionnaire and students’ strategies questionnaire.

To ensure the trustworthiness of this study, the researcher selected triangulation of data and methods which were collected from questionnaire, interview, and observation. The analyzed data were taken back to the participants to confirm if their descriptions and statements made were correctly captured (member checking). In analyzing the data, the interactive model of data analysis proposed by Miles M.B and Huberman A.M (1984) were used.

**FINDINGS AND DISCUSSIONS**
The finding showed that more than a half of students investigated do not feel positive about speaking English in class (68%). The results showed that from 19 students, one student was very anxious, twelve students reported as anxious students, five students were mildly anxious, and only one student expressed as relaxed student. This class belongs to high-level anxiety because in the level of bilingual class, speaking English should not be a problem anymore. As stated by Stern (1974) in Anthony (1991: 149), a good language learner who joining bilingual program has a low anxiety level. However, the researcher found that the students in this class were not chosen based on their language ability but because of their knowledge in general. For this reason, these students still had a problem of being anxious when having Speaking activity.

The very anxious student was very passive in speaking activity. Moreover, she wanted to leave the bilingual class and moved to the regular class. This avoidance showed that she could not control her feeling to stop worrying about her oral performance. As stated by Mayer (2008: 35), for anxious students who are in the situation she cannot cope with, the avoidance seems like a good situation. When she leaves or avoids the situation, anxiety decreases and she feels better.
In the analysis of the FLCAS, the researcher figured out foreign language anxiety of the participants. The results showed that test anxiety, fear of being less competent, and being afraid to speak in English were three main constructs of students’ anxiety. This finding corresponded with the three components of foreign language anxiety of Horwitz and Cope (1986). The highest level of anxiety that was reported from the questionnaire was test anxiety which occurred when the students’ speaking abilities were being tested.

The results also show that the students' responded the Communication Anxiety Domain with a mean 35.6%. The findings indicate that students usually have communication anxiety. Communication apprehension in language learning is characterized by reluctance to talk or shyness in communicating. To cite Aida’s (2004) point, the typical behavior of communicatively apprehensive people tend to avoid and withdraw from communication. Moreover, such people are also reluctant to participate in conversations or get involved in interactions with others. In some special or extreme cases, students may think of cutting classes to avoid anxiety situations, causing them to be left behind.

The students in this research also experienced Fear of Negative Evaluation with the mean 24.2%. The findings indicate that students usually have fear of negative feedback anxiety. In other words, fear of negative feedback is likely to be obvious by a student’s over concern and worries with others’ judgments or concern about his or her performance in the foreign language classroom. Moreover, it usually leads to the fear of being called on in class; test anxiety; fear of making mistakes while speaking; and negative attitudes towards language learning. What is more, it makes learners anxious when their teachers asks questions and makes corrections.

The result of interviewing the anxious students was they wanted to have another activity which was fun like playing game or sing a song. Good & Brophy (2000: 30) state, “Learning should be fun and motivation problems appear because the teacher somehow has converted an inherently enjoyable activity into drudgery”. It can be concluded that interesting and fun strategies can be used to help the anxious students to get better performance in speaking class.

According to Brown (1994), if strategies are intrinsically motivating and appeal to students' goals and interests then it can have a positive impact on their speaking.

The researcher also found that there were two main factors of speaking anxiety. The first is the learners' characteristics such as low English proficiency, lack of preparation, lack of
practice, fear of making mistakes and being laughed at, incomprehensible input, memory disassociation, and personality. This result was almost similar to the previous studies conducted by Liu (2007: 128). The second factor is classroom procedures. The classroom activities which were perceived by students as producing anxiety in this present research are lack of varying teaching technique and fun activity.

There is a case which found in this study related to English proficiency. The students were anxious because they had low English proficiency. Liu (2007) reports in a study on anxiety in China and noticed that the more proficient in English the student were, the less anxious the students seemed to be. Additionally, Philips (1992) finds that students with higher language anxiety tend to speak less than lower anxious students in EFL classroom settings. Kondo & Ling (2004: 259) add that the behavioral approach presumes that anxiety occurs because of poor academic skills. Accordingly, training students in study skill is assumed to end the anxiety. Marwan (2007: 45) finds that students who have low oral ability have a higher possibility of experiencing anxiety than those who are more competent in language use.

The limited exposure to the target language and lack of opportunities to practice speaking in such environments also do not let the communicative abilities of L2/FL learners fully develop and result into embarrassment or stress for them when they are required to speak both in and out of the class (Tanveer, 2007: 24). Therefore, the teacher should implement positive practices and have realistic expectations in the classrooms which encourage positive attitudes and beliefs toward learning from students.

This study also revealed that students were anxious when they were lack of preparation. The study conducted by Marwan (2007: 48) reveled that lack of preparation was the primary causes of students' anxiety. The purpose of the preparation is to make the quality of the subsequent speaking reach a higher level than it would without the preparation (Nation & Newton, 2009: 155). Therefore, preparation is seem to be important when going to give a presentation orally especially for the anxious students. This is also the easiest way to control students' speaking anxiety by doing a good preparation.

Another factor that contributed to students’ speaking anxiety was fear of making mistake and being laughed at. The significant correlation was found by Jocelyns (2010) between fear of making mistake and students' anxiety. Shabani (2012: 2382) was also found that the source of being anxious in speaking class was fear of being laughed by peer. The students were fear of leaving unfavorable impression on others. Liu
(2007: 130) adds that this feeling occurs caused by the confucian ideology that emphasizes perfect performance, the students would be fear of making mistake and being laughed at, which made them very anxious when speaking English.

Tanveer (2007: 20) argues that anxiety at the input stage is more likely to cause miscomprehension of the message sent by the interlocutors, which may lead to the loss of successful communication and an increased level of anxiety. Therefore, the teacher in this present research tried to use code switching when delivering the English materials. In order to help the anxious students who have personality of being unwillingness to involve in speaking English class. As stated by Young (1990) that personality was one of the causes of anxiety. In addition, Humphries (2011) said that personality (introvert and extrovert) plays a key role in an individual’s willingness to practice the target language.

The factor of being anxious in speaking English was not coming from the students’ characteristic but also from the classroom procedures. The classroom activities which were perceived by students as producing anxiety in this present research were lack of varying teaching technique and fun activity. Giving students a variety of practical and fun stress reduction technique will help them to reduce their speaking anxiety in order to get better speaking achievement. The English teacher never use games as teaching technique, this technique actually can be use to vary the teacher’s teaching technique. Games are also useful to build fun atmosphere in English classroom. Khameis (2006: 112) explains that games are useful because they offer situations that lower students’ stress and give students chances to engage in real communication.

The results show that there were varieties of symptom that occur when the students in this present research were suffering from speaking anxiety. The symptoms that were found were physical symptoms, psychological symptoms, behavioral symptoms and verbal symptoms. As has been noted, the psychological symptoms played the most important role in disturbing students’ speaking skill. That can be the evidence that anxiety was also affected by the students’ psychology. Therefore, managing positive psychological aspect was needed to help the anxious students because the way they think can be affected. As found by Wong (2009: 2) that the psychological aspects in the classroom are the essential factor for obtaining successful learning environment.

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result of speaking test. Analyzing the data gathered from the English teacher and the observation, the researcher found that speaking anxiety has a significant impact to students' speaking achievement. It can be seen from the result of speaking test. The total mean score between students who have low anxiety level and high anxiety level are different in which the mean score of the students who have low anxiety level are higher than those who have high anxiety level. It shows that students who have low level of anxiety will get better speaking achievement. This result is in line with Horwitz et al. (1986) who found that speaking anxiety effected students speaking achievement. In addition to that, past researchers also concluded that there was a significant relationship between language performance and English Language anxiety and most of them found that students with high level of anxiety normally failed in their speaking performance (Cassady & Johnson, 2001; Chiang, 2009; Jocelyn, 2010).

Krashen (cited in Cheng, 2009: 22) agrees that the helpful anxiety might exist in formal language learning, but there is no helpful anxiety in language acquisition. Horwitz (1990) also suggests that anxiety was only helpful for quite simple tasks, but not with more complex learning such as language learning. Too much anxiety can have an inhibiting effect and impede the process of successful learning. Therefore, it is believed that language learning is facilitated if all deleterious effects are reduced. That means students with positive attitude and less anxiety will learn best.

The finding suggests that there are three strategies which students usually use in coping with their speaking anxiety. They are physical strategies, psychological strategies, and behavioral strategies. All these strategies are very useful for students to help them reduce their speaking anxiety. Among these threes strategies, the behavioral strategies was believed to be the best strategies to reduce anxiety. 64.7% students reported that preparation was the important key when they will have speaking test.

The second strategy that was also believed by the students was maintenance the psychological strategies in the aspect of saying bismillah before presenting. All of the students were Muslim, therefore, 58.8% students believed that saying bismillah was the best way to reduce their anxiety. They commonly say this word before doing anything, especially when they were confronted by anxiety. Imam Suhaib (2012) says that bismillah is the most important sentence in the holy Quran because Muslims are encourage to say it frequently in their daily lives and before any action.

Another strategy that was often used by the students physically was breathing deeply. There were 70.6%
students often used this strategy. The beneficial of doing this strategy was being relaxed while they are practicing, before they go on stage, and during the speech. When they can be more relaxed, they will be more fluently speaking. It is supported by the statement from Kondo and Ling (2004: 263) that relaxation is characterized by its affective quality in that it aims at alleviating bodily tension associated with emotional arousal.

The result of this research question was revealed that the English teacher in this bilingual program has tried to help the anxious students to be more confident to speak English. The communicative approach was chosen as a way to build students' participation. The teacher tried to forget the grammatical error made by the students while they are speaking. The teacher wanted to give a freedom to the students for easily expressing their feeling and thought in English. Littlewood (1981: 91) says that the most essential of this approach is the students should need to use the language for communicative purposes. The focus is on the meaning of what they say or hear, rather than on its linguistic form. The communicative interaction gives students more opportunities for cooperative relationships to emerge, both among students and between teacher and students.

In addition, the balance of using both English and Indonesia as the instructional languages was widely accepted by the students as a strategy to help the anxious students who got nervous when they did not understand what their teachers said. It can be said as code switching strategy. These results were generally in concord with what the students chose would be the most useful activities in decreasing their anxiety level. This teachers' understanding of the students' needs might be one of the factors that has lead to these students' low anxiety speaking level. Skiba (1997) underscores that code switching can be practiced by teachers by integrating it into the activities used to teach a language.

Sert (2004) explains that the functions of teacher code switching are known as topic switch, affective functions, and repetitive functions. Topic switching means that the teacher alters his or her language according to the topic being taught. This is mainly seen in grammar instruction, and the student's attention is directed towards the new knowledge. In Affective functions, code switching which is practiced by the teacher to express emotions, and build a relationship between the teacher and the student. In dealing with repetitive functions, the teacher uses code switching to clarify the meaning of a word, and stresses importance on the foreign language content for better comprehension.
Conclusion and Suggestion
The first point is based on the research finding and the discussion that 68% of the students of a bilingual program experienced speaking anxiety. Among the nineteen participants, one student was very anxious in the speaking English classroom; twelve participants were anxious students; five participants were categorized as mildly anxious students; and there was only one participant categorized as relaxed student. Therefore, teachers need to encourage students to share their feelings with one another. In addition, as suggested by the students, English teachers should try to design and organize various classroom activities to help students to get to know one another during the first few lessons.

There were some speaking activities reported by the students as provoking. Speaking test is the common anxiety-provoking situation. That has been proved by the result of FLCAS questionnaire that the students felt the most anxious when they had speaking test. Oral presentation in front of others made many students nervous, too. Sometimes, their friends would laugh at them if they had poor performances. Therefore, the students need to prepare the material before performing.

This is in line with the students’ respond that they would be anxious if the teacher gave questions spontaneously to them. When they did not have a chance to prepare what they have to say, they preferred to keep silent till the teacher gave more specific question which can be answered through simple answer (yes/no answer). In addition, they felt nervous when the teacher called the one after another randomly in the speaking class because they liked speaking activity with some preparations. Some factors that contributed to students’ speaking anxiety can be the source of designing the teaching technique that arouse students’ interests, and create curriculum in which students’ needs and goals are satisfied.

The anxious students were also provoked by multiple variables which was causing speaking anxiety. Those variables are caused by the learner characteristics and the classroom procedures. This result can guide the teacher to modify her technique in testing students’ speaking skill. Creating an activity that does not provide an atmosphere of being tested in the class can be one of testing students’ speaking skill. Because the students in these present research reported that they were not comfortable with the position of the English teacher who sit in front of them and always ready to score their performance.

There were some symptoms that could be identified from the result of questionnaire and in-deep interview. The physical symptoms that common occur to these students were rapid
heartbeat (41.2%) and felling hot (41.2%). The psychological symptoms that experienced by the students the most were being perfectionism (52.9%). For the behavioural symptoms, fidgeting and being more rigid got 52.9% students who experienced by the anxious students. The students also responded that lengthy (64.7%) was also their symptom when they were suffering from speaking anxiety.

These symptom that have been reported by the students can help the teacher to be more aware to these symptom and try to design a teaching techniques which can accomplish all of the symptoms. When most of the students experienced rapid heartbeat before speaking, the teacher can use a few minute before starting the lesson by doing a warming up activity as playing game, sing a song and so on.

In addition, the result of the study indicated that anxiety has a significant impact to students’ achievement since they could use that feeling into positive one. In other words, students may have great English achievement if students have strong motivation to learn. The teacher may set goals for students in learning English, provide students knowledge concerning language learning, and inspire students to learn. These techniques may help students to learn English and improve their speaking achievement.

There were some strategies that were used by the students to cope with speaking anxiety. By understanding this result, the teacher can strengthen the students’ strategies in order to help the students in presenting the material well. As example, the students believed that preparation will help them to present well and will have less anxious. therefore, the teacher should give extra time for the students to make some preparation before they speak up. Teacher’s understandings are very crucial since there was one important interaction occur in the class, teacher and students interaction. Beside students strategies, there must be teacher’s strategies in order to help the anxious students.

In summary, it is necessary for both EFL teachers and learners to be aware that anxiety is a serious issue for EFL learners and that a multitude of variables contributes to it in language classrooms. More importantly, they should realize the urgent need to search for strategies to help students reduce or even eliminate anxiety when speaking English in class.

However, because both anxiety levels and anxiety-provoking variables may vary from context to context, more research is called for with different groups of learners in various situations to better understand the issue and promote the learning of oral English.
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