



English Speaking Anxiety in Language Learning Classroom

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ABSTRACT

English as a foreign language consists of four skills namely, listening, speaking, reading, and writing. These skills have a particular issue that happens differently for each student. For this reason, it's not easy to understand and master the four language skills effectively. Several issues need to overcome first to increase the effectiveness of each ability. Speaking is one of the skills that seem to represent the students' proficiency to speak English. Unfortunately, the majority of Indonesian students, in particular those at the university level, do not provide an appropriate way to speak English proficiently. Students in the 4.0 era are expected to have good communication skills and the ability to socialize with their community. Speaking also requires practice and a deep psychological pleasure that needs to be comfortable. A related study that improves the effectiveness of speaking in language teaching and learning is important. This study is a descriptive study that explains the importance of effective communication in English as a foreign language. This study also provides an opportunity to measure the effectiveness of teaching and learning English speaking skills earlier in the process, which can increase students' confidence and decrease students' anxiety in speaking skills.

Keywords: speaking skill, anxiety, problem, psychological, linguistics

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INTRODUCTION

Learning English is very important for each category levels of education. Since English is known as an international language, both teachers and students keep on trying to find the best or most appropriate way to learn English. English is classified into both active and passive (Horowitz & Samuels, 1987). Speaking skills are defined as active English because speaking or using English

requires practice. Students' English proficiency is measured in part by their ability to speak the language. Students who speak well and rely on proper English pronunciation, intonation, and expression are said to have good English practice.

Listening, speaking, reading, and writing are all components of the English language that must be completed as part of the English learning language process.

Unfortunately, most students find it difficult to learn English, particularly in terms of speaking skills. Speaking requires the ability to continuously learn and practice English. As a consequence, some issues affect the students to speak fluently in English. Some studies have confirmed that motivation, anxiety, and confidence are all learning factors that influence students' ability to speak in English. Students speak to share their experiences, opinions, expressions, and expectations, and the activities of gathering ideas in meanings so that they can the listener can understand what the speakers say. Speaking activity tends to be somewhat confusing for the listener, while the speaker got difficulty in generating words comprehensively, but they do represent the aim.

According to Richards and Renandya (2002), the primary goal of speaking is to enhance communicative language proficiency. Many EFL students believe that speaking issues can be resolved by boosting and practicing vocabulary in a wide range of international contexts, techniques, studies, and knowledge that they already have. In reality, mastering Foreign proficiency is a challenging task. Students are expected to not only have correct grammar and pronunciation but also to have a thorough understanding of the language's vocabulary and how to use it (Hinkel, 2005). Therefore, difficulties in speaking proficiency should be identified so that students can be motivated to learn new vocabulary, use different terms, and converse in different contexts.

Emotions expressed by the person can cause communication difficulties. When an individual is safe and happy,

they are more comfortable speaking. These are the most important indicators of how to deal with an individual who has difficulty speaking. It is important to define strategies for students to overcome speaking difficulties so that they can speak English more proficiently (Winstanley et al., 2018). Apart from that, an absence of social and confidence is another issue that hinders the students' ability to speak. Shyness, passivity, worry, anxiety, and depression are some of the emotional responses that can influence their English speaking. If students do not believe throughout self-communication, it has become a major challenge for them.

Previous researchers, such as Al Nakhalah (2016), Ali (2017), and (Hadi et al., 2020), affirmatively investigated issues in students' English-speaking anxiety. The majority of research findings shown that students have problems while they have a bunch of vocabulary in their faces but find it hard to say them. Furthermore, some students have been found that lack confidence or that experience nervousness, worry, and anxiety. Based on this explanation, the researcher conducted a descriptive study to explain in detail some number of issues as well as a solution for a significant decrease in English-speaking anxiety among foreign language learners.

RESEARCH METHODOLOGY

This research is a descriptive study that investigates some difficulties faced by university students when speaking English as a second language. The major issues are classified into two categories: linguistic and psychosocial categories. In detail, the data analysis focused on the importance of speaking English, the

nature of speaking or process of English as second language acquisition, the issue experienced by students in speaking English, and the way to solve or decrease the issues based on research findings. Besides that, this research presents technical questionnaires to identify students' English-speaking anxieties at the beginning of the English-language learning classroom. It can also be used by English lecturers to effectively teach English speaking skills.

FINDING AND DISCUSSION

The Importance of Speaking English

The delivery of language or information through the mouth is the concept of speaking. Among other body parts, people make sounds with their lungs, vocal cords, lungs, tongue, teeth, and lips. Speaking practice is similar to oral language practice. It is a natural process for students to improve their speaking abilities. The ability to speak tends to improve with maturity, but this does not guarantee that this improvement will lead to instant success. It takes special attention or focuses, as well as ongoing practice to speak more effectively (Zhang & Alex, 1995).

According to (Thompson & Millington, 2012), speaking English in the language of learning is created in certain ways, such as vocabulary exposure, affirmation, and educational opportunities. It's possible to speak formally or informally (Al Nakhalah, 2016). Informal speaking is used to address friends, family, and people you know well. While formal speaking is required in the workplace, educational settings, and at the first meeting, it is not required in other situations. Learners

require an atmosphere in which they can express themselves. When they practice or speak with the words they've learned, they don't feel pressured.

Many factors influence EFL students' English language difficulties (Rabab'ah, 2003). Zhang & Yin (2009) also claim that students who have begun to speak English have a major issue. The students, the teaching method, the curriculum, and the environment are all linked to these variables. Some students are also passive in speaking English. They still don't realize the importance of knowing and speaking English. In reality, motivation is the most important factor in determining whether or not a student pays attention to or concentrates on course activity. As a result, communicative learning skills can only develop in a comfortable environment.

Ur (1999) also identified several factors that influence students' difficulty speaking English, including the following: 1. Students who are inhibited or worried about making mistakes have a fear of making mistakes, are criticized for making mistakes or are simply nervous. 2. Those who don't have anything to say about it. Students have no duty to speak up. 3. There is a lack of or uneven participation. Because of the major classes and the lack of motivation of some students. 4. The issue of mother tongue. Students prefer to use their mother tongue because it is simpler and more recognizable.

Based on their difficulties speaking the language in the classroom, students should undertake all external factors that can help them improve their English-speaking ability (Nufus, 2018).

English Speaking Anxiety

The majority of students are depressed when it comes to practicing or beginning to speak English in public. They speak English with a heavy burden and unnatural speaking practice, despite a long period of preparation before speaking. Students with better speaking skills are those who can speak fluently in English. Students can reduce anxiety by increasing motivation and confidence by speaking naturally. Speaking naturally, according to Chaney (1998) in Al Nakhalah (2016), involves the development of several words that reflect one's thoughts. It's a method for creating and exchanging meaning using both verbal and nonverbal symbols in a variety of situations.

Richards & Renandya (2002) also propose the use of "natural language," which occurs when a speaker continues to understand and contribute to his or her communicative competence while engaging in meaningful conversations. The ability to adjust the time for conversation, the ability to speak rationally, and linguistically in complex sentences, the ability to speak in a proper sentence in a variety of ways, the ability to say important points, and the ability to be innovative and imaginative in the use of vocabulary are all measurable skills that students struggle with (Savignon, 1987).

According to Kingen (2000) as cited in Ounis (2017), speaking helps and fulfills the roles listed below:

Tabel.1 twelve roles in speaking solution

Roles	Description
Personal	Personal thoughts, views, opinions, and ideas are shared.

Descriptive	Description, actual or imaginary, of someone or something.
Narrative	Producing and relating stories or incidents that are chronologically sorted.
Instructive	Providing guidance or providing instructions for achieving an outcome.
Questioning	Asking questions to get results.
Comparative	Compared two or more things, entities, thoughts, or views to make conclusions about them.
Imaginative	Mental representations of people, locations, events, and objects are conveyed.
Predictive	Predicting likely future events.
Interpretative	The exploration of concepts, development of hypothetical inference, and assumption analysis.
Persuasive	Changing the beliefs, behaviors, or points of view of others or affecting others' actions in another way.
Explanatory-the explanation	Clarification, and encouragement of thoughts and perspectives.
Informative	Knowledge exchange with others.

We're not just talking about mouth-to-mouth communication here. This means students can use their own

words to convey their message. This skill heavily relies upon students in school. Students are frequently denied opportunities to speak English in and out of the classroom. Students may interact with their parents in English and consider English as their first language. By imitating and reproducing English daily, students can learn to speak it fluently. According to Richards (2008), when people meet, they exchange greetings, engage in small talk, retell recent experiences, and so on. It because they want to be friendly and create a welcoming environment for others to interact with. It means that the ability to communicate verbally or to be effective in communicative activities with others remains important to the human circumstance. Because the speaking skill cannot be articulated, language acts as a means of communication.

Problems of Speaking skill

Speaking in a foreign or second-language language is a skill and a requirement for students. The most significant issue in speaking is language aspects. It becomes one of the most common reasons for students' failure in school. The lack of grammar, vocabulary, and verbal communication skills among students causes them to have difficulty speaking. These problems are linguistic (Santoro, 2011). Psychological speaker issues are another factor that could be a hindrance to becoming a good English speaker. Ramdani (2019) declared that psychological difficulties are those issues that frequently disturb students' emotional and physical health, interactions, quality of work-life, and life change, such as nervousness, loss of self-

esteem, and confidence to speak. Utami et al (2020) claimed that a lack of confidence is also a factor in the process if English is spoken. As a result, the issues may have an impact on an individual's English speaking practice. Al Nakhalah (2016) stated that some of his participants in his study had psychological issues with their speaking abilities. This emphasizes the fact that students' success in speaking is frequently influenced by psychological issues.

1. Linguistic Problem

The study of language structure (grammar), vocabulary, and phonology are known as linguistics. Linguistic issues are factors causing students' ability to speak to decrease. Others are linguistic issues, such as poor grammar, poor pronunciation, and a lack of vocabulary, that affect someone's language speaking. Certain learners' speaking difficulties, according to Richards (2006), include:

a. Vocabulary

Vocabulary is a term that refers to a word (or a group of words) that has a specific meaning. That vocabulary, according to Hiebert & Kamil (2005), is the perception of the word's meanings. The oral vocabulary is combined with a list of words for which we have a basic understanding of the meanings as we speak or read. Written vocabulary, on the other hand, consists of words whose meaning is clear when we write or read them. When students need a vocabulary to speak but don't know how to put words together into a good sentence, they have a vocabulary problem. According to Correa & González (2016), nobody has given great attention to proper grammar in actual language communication, but the material and how to respond have been emphasized. Students understand the

language requirements, but they frequently make mistakes in mixing and using the correct language.

b. Grammar

Students can study proper grammar with a little repetition, but it is not enough. Grammar is a study that creates and structures sentences. Students who do not understand the rules of grammar will be unable to communicate effectively in the English language. According to (Sekhar & Chakravorty, 2017), students should not practice structures one at a time because it becomes challenging. The students further appear to have established a useful structure. Students do not have to find the backsliding that takes place when a different category is introduced to the learners' interlanguage.

2. Pronunciation

Each learner is required to speak English fluently. The styles of language speakers who have dialects and pronunciations that are similar to native speakers or foreigners can be seen as speaking naturally. Speaking English well necessitates mastery of every aspect of the language's sound. As a result, English students must master both good pronunciation and natural English speaking.

According to Burns and Claire (2003) that English students must complete three categories of pronunciation such as; intelligibility, comprehensibility, and interpretability. Intelligibility is defined as the ability of speakers to produce speech sounds that can be labeled as English. The term "comprehensibility" refers to the listener's ability to understand what is being said in the context. While

interpretability is important, the listener should also understand what is being said. To make students' English language similar to their native language, those three sides of the good pronunciation category must be considered. Additionally, pronunciation is just as important as any other aspect of a foreign language, such as vocabulary or syntax. Proper pronunciation is essential for improving speaking skills. Pronunciation is interconnected with other senses, including hearing and even listening.

3. Psychological problems

Psychology is the scientific study of patterns of thought and action in humans and other animals in contact with the outside world. Psychological issues involving the interaction of mental and physical well-being. Here are some psychological issues that may have a negative impact on students' ability to communicate (Renandya & Richards, 2002):

a. Lack of Self-Confidence

Around a quarter of a million non-native English speakers have problems with their ability to speak in English in their daily lives. In reflective practice, self-confidence is the belief that people can do good things and have the potential to do good things. The concept of self refers to excessive self-confidence in one's subjective assessment, skill, strength, and so strong self-confidence stems from a self-centered concentration (self-consciousness), and many distinct components, such as feelings of guilt, shy feelings, and lack of self-confidence can be made up the unreasonable aspirations of perfection, a sense of false modesty, fear of transition, turned inward, failure of making mistakes, depression, etc (Elliott

et al., 1999). Here are seven characteristics of students that have lack confidence in speaking English;

- i. A big crisis of trust
- ii. A lack of self-confidence to acquire new opportunities
- iii. The complexity with being tactful
- iv. Fright of conflict
- v. An exceptionally poor opinion of themselves on their own
- vi. Issues and problems in one area, such as speaking in communities
- vii. Social panic disorder

A lack of self-confidence can put students at risk of thinking they are not going to be excellent speakers of English. This absence of self-confidence is indeed a wonderful thing problem that impacts the speaking performance of students. The students find it hard to learn English when they have not enjoyed their ability to communicate.

a. Anxiety

Anxiety usually refers to a physiological arousal state or condition marked by transitory emotional reaction intensity and discomfort sensations and increased activation of the nervous system. It is also a condition that can have adverse, beneficial impacts and encourages infrastructure and disturbance of cognitive activity in learning. Syahrozi et al (2018) mentioned the causes of anxiety were examined in the English language learning of international students in the Philippines. It has been found that the use of this method allows learners to take control of their learning as this acts as their fundamental aid in learning the target language.

Anxiety must be considered by English teachers and English as foreign

language learners as earlier possible. The awareness in understanding students' anxiety earlier can improve and reach teaching English target effectively. Students can overcome and control their learning anxiety in various ways and teachers can minimize their students' learning anxiety with several learning methods.

Learning anxiety can be measured by two instruments such as interview and questionnaire. Those instruments can be delivered to the students directly. According to Horwitz et al (1986), the study of the Foreign Language Classroom Anxiety Scale (FLCAS) consists of 33 items of questionnaires that can be used to measure students' anxiety in speaking the English language. The questionnaire was also classified into 17 items questionnaires that measure students' anxiety in speaking language. The language anxiety can be measured by some questionnaires items below:

- a. Item 1 *"I never feel very sure of myself in speaking English."*
- b. Item 3 *"I squirm when I recognize that I will be called upon to practice English speaking."*
- c. Item 4 *"It worries me when I do not know the teachers speak a foreign language."*
- d. Item 7 *"I truly think that other students speak English better than I do."*
- e. Item 9 *"I tend to panic whenever I have to speak English in advanced without preparation."*
- f. Item 12 *"I may even get so anxious in speaking class then I forgot ones I remember."*

- g. Item 13 *"I become an embarrassing volunteer when I have to go out to speak English first."*
- h. Item 16 *"I feel anxious about speaking English even I thought that I am well trained."*
- i. Item 18 *"While I am speaking English, I feel secure."*
- j. Item 20 *"When I am informed to speak English, I can feel my heart racing."*
- k. Item 21 *"The more assessments I have for speaking, the more frustrated I am."*
- l. Item 23 *"I still believe some other students speak better English than I ever have."*
- m. Item 24 *"When speaking English around other students, I think very self-consciously."*
- n. Item 27 *"When I speak English, I get anxious and depressed."*
- o. Item 29 *"Whenever I do not know every language sentence from my teacher, I get anxious."*
- p. Item 31 *"I am worried that when I speak English, other students will mock at me."*
- q. Item 32 *"When the language teacher invites me to speak English that I have prepared previously, I get nervous."*

Young (1990) argued that although speaking is sometimes referred to as the most anxious, listening comprehension can also give rise to elevated levels of anxiety, and confusion especially when the content is delivered to the audience. Because of the contact process, listening also plays an important role in accomplishing common understanding because without acknowledging, people can't maintain a conversation. Besides reading and writing learning skill also creates students'

learning anxiety. Therefore, in the process of learning foreign languages, learners can feel nervous about factors due to apprehension of communication (Ali, 2017).

CONCLUSION

English language learning is still an international language nowadays. The language of English must be implemented by Indonesian learners both in spoken and written. The ability of English speaking practice can be seen from students' ability in performing the English language naturally. On the other sides, most students can speak English under some burdens such as; nervous, and anxiety. Good students must decrease those bad issues that always happen to the students' English speaking practice.

Speaking English skills is the actual benefit that can be taken directly by the learners in the social fields. One crucial obligation that must be completed is students' and teachers' eagerness in supporting students to speak English naturally. Therefore, teachers must detect students' anxiety of speaking English earlier. Teachers can observe by interviewing and asking by questioning directly to the students. This way is beneficial in teaching and optimizing the students' ability in speaking skills. Furthermore, the overcoming of the psychological problem can minimize the problem of linguistic in students' English speaking practice.

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