

Identifying students' anxiety in English speaking skill through group discussion

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Abstract

The objective of this research is to determine kinds of students' anxiety in speaking English and the factors that cause those anxieties in speaking English. The method used in this research was a qualitative method. The results showed that all students felt anxious in speaking English in discussion, this affected the students' speaking performance in group discussion. In addition, factors that make students anxious are pronunciation, grammar, and vocabulary. This is implied by students' anxiety in speaking English skill through group discussion.

Keywords: students' anxiety, speaking

INTRODUCTION

Speaking is one of important aspects of learning English. Speaking is a communication tool that makes it easier for someone to convey something. The activity of speaking in everyday life is a necessity for humans as social beings since everyone always communicates with other people. They will talk, give opinions, make suggestions, and will also explain something to someone or listeners. Students who have good speaking skills will have confidence in speaking. Mcky Said speaking is not merely opening mouth and say words and sentences, but it includes a cultural background of a target language which is spoken to get meaningful interaction. Furthermore, Richard said, speaking is one of productive skills where this aspect becomes a parameter of successful teaching and learning in classroom. Therefore, the students need to fight so hard to have a fluent speaking.

Speaking skills difficulty is one of the most answering aspects of language learning since many language learners find it difficult to express themselves in spoken language. They generally face problems using language to express their thoughts effectively. They stop talking because they face psychological barriers, these psychological barriers are in the form of factors that they cannot find suitable words and expressions.

This barrier hinders the improvement of students' speaking skills, and one of the obstacles that students encounter when speaking is that they are worried when speaking in class. This worry makes it difficult for students to express what they want to convey (Habibie, 2020), in case students experience insecurity in speaking. Javed said anxiety is a natural psychological aspect that contains feelings of fear which sometimes cannot be controlled by students when they want to talk. English anxiety seems to occur very often in the language learning process. Ortega say that students cannot ignore the presence of fear and have great tension when they think of a foreign language. On a more specific aspect of learning a language, adult speaking is different from children in that they tend to feel anxious whenever they make mistakes, especially in public situations because it is related to the images and judgments of many people about their ability to appear in speaking. Apart from that, there is also the possibility of losing face and accepting ignorance of people who speak a second or foreign language if their speech is incomprehensible or unacceptable. From some of the above theories, it can be concluded that anxiety is one of the factors affecting everyone in conveying information or opinions in public using English (Arsyad et al., 2021). For students who want to express their opinions in the learning process using English, this anxiety always arises when the student is going to express his opinion in English.

Based on the pre-observations made by the researchers in the 4th semester of English Education Department at IAIN Sultan Amai Gorontalo on January 29, 2020, the students considered that speaking class was a language skill that was difficult to master and apply, there were several reasons, firstly, the lack of vocabulary the students had, thus, before starting to speak, they felt anxious that they might use wrong vocabularies during speaking. Secondly, anxiety when speaking, in which student felt anxious so that there was fear, fear of making mistakes, and afraid of being scolded by the lecturer. As said by one of the students that when he wanted to talk in front of the class, he felt anxious and nervous because he was afraid of being laughed at by other students, and was scolded by the lecturer for making a mistake. The last one was feeling of worries of other classmates who are better at speaking English. Therefore, from the pre-observations that researchers have done in the 4th semester of English

education department at IAIN Sultan Amai Gorontalo, and then found several factors that made students anxious in speaking English in front of the class or in a discussion group, for example, the communication apprehension factor means students felt shy which was characterized by fear or anxiety when they speak in class or discuss in a group using English.

METHODS

The method used by researchers in this study is qualitative method which is a research that uses descriptive data in the form of written or spoken words from each informant that can be observed. Qualitative researchers are usually involved in interactions with the reality to be studied. This research was conducted in the Fourth semester of the English Education Department, Tarbiyah and Teacher Training Faculty, IAIN Sultan Amai Gorontalo, and this research is focused on identifying students' anxiety factors in English speaking skills through group discussions. This research used several data collection techniques, observation, and interview.

RESULTS AND DISCUSSION

Results

The results showed that all students felt anxious in speaking English in discussion, it affected the student's performance in speaking in group discussions. In addition, factors that make students anxious are pronunciation, grammar, vocabulary.

1. Kinds of Anxiety

a. Trait anxiety

This anxiety is an innate personality trait or characteristic that exists in students in the form of anxiety or worry, resulting in a feeling of uneasiness, doubt and uncertainty, lack of confidence, nervousness, and stage of fright. This anxiety is also an excessive attitude that is often experienced by someone when they want to do something. Anxiety is always accompanied by a sense of discomfort that makes a person feels distracted, has negative thoughts, and will experience unwarranted fear. To find out the cause of anxiety, the results of the interview showed that all students who felt this kind of anxiety when speaking in a group discussion. Based on the results of the trait anxiety case interviews, students said that they felt anxious to speak because;

- (1) Feeling nervous and afraid of wrong words that other students will laugh at, lack of preparation from students.

- (2) Lack of self-confidence for fear of other students whose pronunciation is better than him.
- (3) Lack of mastery of the material for students.
- (4) Feeling afraid of not being able to answer questions and be judged by the teacher.
- (5) Feeling afraid that their classmates will not understand what students are saying.

b. State anxiety

This anxiety often occurs in students when asked to speak in an English group. This is because this anxiety always arises when students talk in group discussions. The results of the interview showed that 4 out of 5 students felt this anxiety when speaking in an English group, while 1 in 5 students did not feel this anxiety. So, this type of anxiety becomes a barrier for students to speak in front of the class. This anxiety occurs before they speak in a group English or a sudden emotional state. Based on the results of interviews conducted, the cases that felt this anxiety were;

- (1) Do not have a lot of vocabulary so that before they speak they are afraid of failure and afraid that they will not be able to achieve a target.
- (2) Students lack self-confidence, feel inferior to classmates who have better pronunciation from them, and lack of student vocabulary.
- (3) Students feel tense when speaking in a group and are also afraid of the wrong material.
- (4) Fear of making mistakes or being afraid when speaking so that the mistake becomes a joke for other students for days.
- (5) Fear of being laughed at by other students. Fear of classmates who do not understand what students are saying because their pronunciation is not clear.
- (6) Students who feel this anxiety when speaking in front of the class find it difficult to express what they want to say

c. Specific-situation anxiety

This anxiety is an anxiety that is triggered by certain types of situations or events, individuals feel anxious at certain times and situations. This anxiety is also a trait experienced in certain contexts. For example, when speaking in public, speaking in a group, taking a speaking test, and so on. This anxiety is also a serious trait faced by students, in addition, the fear of making mistakes when speaking in front of friends, fear of someone laughing at their mistakes, this can be seen from the results of interviews which show that all students feel this kind of anxiety when speaking in a discussion, while the causes of this anxiety are;

- (1) students are afraid that if they speak wrongly in front of the class, their classmates will laugh.
- (2) Students are not used to talking to themselves in front of the class.
- (3) Students are afraid to make mistakes and classmates will laugh.
- (4) Fear of making mistakes and being scolded by lecturers.
- (5) Lack of student confidence.

2. *Factors of Anxiety*

a. *Communication apprehension*

Communication worry is a type of shyness characterized by fear or anxiety when communicating with other people. This is part of the general anxiety characteristic that appears in many aspects of individual life and student personality. Traits such as shyness, reticence, and aversion are thought to trigger communication anxiety (Bhatti et al., 2021). Anxiety like this is an anxiety that often arises in students when speaking in a discussion because they feel embarrassed by their unclear pronunciation so that their friends do not understand what they are talking about. This can be seen from the results of interviews which show that all students feel communication anxiety like this when speaking in a discussion because of the embarrassment and distrust of students when speaking in a discussion because they realize that their partner does not understand when they are speaking English. Therefore, they are more likely to remain silent than to speak English.

b. *Fear of Negative Evaluation*

This Fear of Negative Evaluation is a report when the lecturer gives questions or questions related to the material given by the lecturer, this is what often happens to students, they are worried that they are afraid of not being able to answer questions from the lecturer or not being able to answer questions because they do not understand what the lecturer said when Speaking English because students have a minimal vocabulary and they are afraid that their pronunciation will not be understood by the lecturer. The results of the interview indicated that all students felt this.

c. *Test anxiety*

Excessive test anxiety in the ongoing evaluation of taking an English speaking oral test, like this experienced by students due to students' preparation and statements that they would feel less anxious and more confident about speaking prepared English. The results of the interview indicated that all students felt this. While the secondary causes are; preparation from

students, lack of vocabulary, lack of confidence, fear of making mistakes, and being laughed at. preparation and shame. Lack of vocabulary knowledge can cause students difficulties in language acceptance and production and become a barrier that prevents them from expressing themselves in English. They are also worried that their friends will laugh at them for making mistakes. in Speaking due to unclear pronunciation.

Discussion

The types and factors of anxiety when speaking in group discussions are things that often happen to students, this happens not only in learning to speak but also occurs in several subjects. The types and factors of anxiety will affect the speaking performance of students in group discussions and this is also an obstacle experienced by students in the class. The findings of this study are in line with several previous researchers, there are several types and factors of anxiety experienced by students when speaking in front of the class, including fear of making mistakes, fear of being laughed at by students. , afraid of being scolded by the lecturer, afraid that other students might not understand their pronunciation. , fear of having friends with better pronunciation, feeling nervous, anxious, lack of confidence, lack of vocabulary students have, and embarrassment.

The following are types and factors of anxiety that hinder students' speaking ability in group discussions:

1. Kinds of Anxiety

a. State anxiety

This anxiety often occurs in students when asked to speak in an English group. This is because this anxiety always arises when students speak in front of the class. This anxiety occurs before they speak in a group English or a sudden emotional state. As Spielberger said, anxiety is a combination of typical anxiety and certain situations. Horwitz also said that state anxiety is called situational anxiety. As the name implies, this type of anxiety arises in certain situations and is therefore not permanent. It is the nervousness or tension at any given moment in response to an outside stimulus.

b. Trait anxiety

This anxiety is an innate personality trait or characteristic that exists in students in the form of anxiety or worry, resulting in feelings of uneasiness, doubt and uncertainty, lack of confidence, nervousness and stage fright. This anxiety is also an excessive attitude that is often experienced by someone when they want to do something, anxiety is always accompanied by

a sense of discomfort that makes a person feel distracted, have negative thoughts, and will experience unwarranted fear. As Pappamihel said, Riasati stated that the nature of anxiety is the tendency for a person to become nervous or feel anxious regardless of the situation he is in. Indeed, such anxiety is part of a person's character and therefore permanent and difficult, if not impossible, to get rid of. Spielberger, Kondo, also stated that the nature of anxiety is defined as an individual's tendency to be anxious in any situation.

c. Specific-situation anxiety

This anxiety is an anxiety that is triggered by certain types of situations or events, individuals feel anxious at certain times and situations. This anxiety is also a trait experienced in certain contexts. For example, when speaking in public, speaking in a group, taking a speaking test, and so on. This anxiety is also a serious trait faced by students, in addition, the fear of making mistakes when speaking in front of friends, fear that someone will laugh at their mistakes. As MacIntyre & Gardner put it that anxiety is triggered by certain types of situations or events such as public speaking, exams, or class participation. Spielberger also said that certain anxiety situations are defined as an individual's tendency to feel anxious at certain times and situations.

2. Factors of Anxiety

a. Communication apprehension

Anxiety like this is an anxiety that often arises in students when speaking in a discussion because they feel embarrassed by their unclear pronunciation so that their friends do not understand what they are talking about. As McCroskey puts it, Horwitz defines communication worry as “a type of shyness characterized by fear or anxiety about communication with other people. Tanver also argues that understanding communication may exist in most everyday communication situations, or may even be part of a generalized anxiety trait that appears in many aspects of individual life and student personality.

b. Fear of Negative Evaluation

This Fear of Negative Evaluation is anxiety when the lecturer gives a question or evaluates the material given by the lecturer, this is an anxiety that often occurs in students, they are worried that they are afraid of not being able to answer questions from the lecturer or unable to evaluate the material because they do not understand what is being said. lecturers when speaking English because of the students' minimal vocabulary and they are afraid that their pronunciation will not be understood by the lecturer. As Horwitz: The fear of negative

evaluations is an extension of the second component of foreign language anxiety because it is not limited to test-taking situations; conversely, it can occur in any social and evaluative situation, such as an interview for a job or speaking in a foreign language class. Tanveer This is also the same in the sense that it relates not only to the teacher's evaluation of students but also to the reactions that other students feel as well.

c. Test anxiety

This test anxiety is excessive anxiety in continuous evaluation when taking an oral test of speaking English, this kind of anxiety is often experienced by students due to the lack of preparation from students and states that they will feel less anxious and more confident about speaking English prepared. As Horwitz, Tanveer said, this anxiety refers to a type of performance anxiety that stems from a fear of failure.

CONCLUSIONS

Students still have this type of anxiety when speaking in a discussion, for example the emergence of fear, fear of being wrong, fear of being laughed at by students, fear of being angry with the lecturer, afraid that their pronunciation is not understood by other students, fear of having friends who have better pronunciation, feeling nervous, anxiety, lack of confidence, lack of vocabulary and shyness. The general anxiety factor of students' speaking performance is that students are afraid of speaking wrong in front of the class, their classmates will laugh, and students are afraid of speaking wrong. In addition, students are also afraid that their classmates do not understand what the students are saying and they are not well prepared, and to find possible solutions to overcome the anxiety factors that prevent students from speaking, students always think that they can do it. That is, study well, and always try to think positively.

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