

Factors Cause of students' Anxiety in Speaking Ability in Speech at STIKes Paluta Husada

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Abstract: Speaking is one of the most critical language skills that English language learners must develop. However, not all students can communicate in English. Students find it difficult to communicate themselves in speech, and they have encountered a variety of obstacles. The purpose of this study is to determine the factors that generate students' anxiety in speech, as well as the link between students' speaking skill in speech and their degree of anxiety. This study employed descriptive research. The study included 28 midwifery students from STIKes Paluta Husada throughout the course of six semesters. The data suggest that communication apprehension, fear of poor assessment, and exam anxiety were the elements that caused students' nervousness when making a speech.

Keywords: Anxiety, Speaking, and Speech

I. INTRODUCTION

Speaking is a key language skill that students must learn in order to communicate, especially in English. It allows students to communicate their knowledge, convey messages, and demonstrate their performance. As a result, the audience or those who listen will gain knowledge. The goal of learning to speak is to give students the ability to express themselves in the target language so that they can deal with basic interactive skills like exchanging greetings, thanks, and apologies, expressing needs, and requesting information and services [1]. Students can express their beliefs, ideas, and feelings by speech. Thus, speaking is vital for students, but mastering it requires significant work and consistent practice.

There are several reasons why students struggle to communicate in English. Many students, for example, were still unable to employ appropriate wording, discourse markers, or social formulas while conversing [2]. They examined the role-playing discourse to determine the kids' speaking abilities. According to Nurvita et al. [3], the concerns of certain students are inaccurate pronunciation and bad word choice. Students' inadequate knowledge of the linguistic aspects of the target language in group discussion activity is another cause for this failure [3].

Meanwhile, Rukmaryadi et al. [4] analysed the discussion depending on the scenario and assigned the students to discuss a topic in groups to measure the students' speaking skills. They discovered that the pupils had some difficulty with grammar, vocabulary, pronunciation, and fluency.

These data indicate that speaking becomes challenging for students due to a lack of understanding about many aspects of speaking. This means that speaking is a difficult talent that necessitates various aspects. Furthermore, Siagian [5] discovered that students' anxiety in the language classroom is induced by a number of variables, including a lack of familiarity with a task, a fear of making mistakes, a lack of motivation, unintelligible inputs, a lack of confidence, and a lack of English competence.

Furthermore, Rullu and Daburan [6] discovered that the students' anxiousness and difficulties with English are influenced by their mother tongue. Confident students have low anxiety and believe they can do well, whereas less confident students have more anxiety and believe they cannot perform well [7]. Meanwhile, Kim [8] discovered that students in a Foreign Language Conversation class were more anxious.

Concurrently, Debreli and Demirkan [9], Sutarsyah [10], and Handayani et al, [11] discovered that the majority of the students had a significant degree of speaking anxiety. Many students' unwillingness to talk in English has become a crucial problem that may impede their capacity to learn a language. These types of challenges can have a significant impact on English language students. Students will lose opportunities to improve their speaking skills by utilising English in the classroom. When things go wrong, the pupils are hesitant to speak up.

Anxiety is one of the elements that impacts foreign language acquisition, particularly in English Foreign Language situations [12]

. Anxiety is a state in which a person is unsure or apprehensive about their capacity to communicate in English. Anxiety is a bad emotion reported by kids who have low self-esteem.

The previous research is mostly concerned about the factors faced by students in speaking. One of them is anxiety and its effect in speaking ability. Then, based on the explanation above, there have been many researchers who examined the cause of the students' anxiety.

II. METHODS

This is a descriptive research design. According to Jackson [13], descriptive research methods are used to describe situations, events, occurrences, and facts. Furthermore, Gay and Airasian [14] believe that descriptive research is study that identifies and characterises how things are: entail acquiring numerical data to answer queries about the current study's topic. As a result, by employing this form of study, one might attempt to define, explain, and analyse the current state of affairs based on facts in the area.

III. RESULTS AND DISCUSSION

This section examines numerous variables that cause pupils to get anxious when speaking in English. The data on these causative elements was gathered via the students' interviews. The following explanation describes the statistics on the interview results.

1. The Communication Apprehension

An individual's worry and concern in oral communication is referred to as communication apprehension. Based on the interviews, it was discovered that the major issue causing students' nervousness in speaking was that they did not enjoy English or delivering speeches in English. The students' uneasiness was exacerbated by their inability to deliver an English speech. Furthermore, students' anxiousness was impacted by their inadequate English speaking abilities and understanding.

The study also uncovered students who said categorically that they were scared of giving an English speech during the interview. They reported being concerned about a variety of issues, including incorrect pronunciation, grammatical errors, a limited vocabulary, shame, feeling insecure, and being afraid of making mistakes in English communication.

According to the findings of the interviews, the students acknowledged their difficulty in delivering the speech. Based on the interview data, it is feasible to conclude that the students experienced both mental and physical factors that contributed to their uneasiness when delivering an English speech.

The students responses on the interview related to communication apprehension were presented in the following transcription.

*“Takut, karena D** sering nggak percaya diri, takut salah aja miss. Dan nyusun kalimat dalam bahasa Inggris susah Miss. (Student 5, Anxious Level)*

I am afraid because I feel unconfident. I am afraid of committing mistakes, and it is difficult for me to construct English sentences. (Student 5, AnxiousLevel)

“Takut, karena bad pronunciation dan tidak percayadiri, miss. ”(student 4, Moderate Anxious Level)

I am afraid of my bad pronunciation and unconfident. (Student 4, Moderate Anxious Level)

*“Iya miss, takut, cemas nggak menguasai materi pidatonya dan takut salah grammarnya, apalagi pronunciationnya. KarenakanKak, kalo salah pronunciationnya otomatis a udiens nanti nggak bakalan paham apa yang L** ucapkan.” (Student15, Very Anxious Level)*

I am afraid and nervous, miss that I do not comprehend the speech material. I am afraid of committing grammar and pronunciation mistakes. I know that, when my pronunciation is wrong, the audiences will not understand what I say. (Student 15, Very Anxious Level)

The data above showed that students felt worry and anxious when they were delivering speech in English. They felt anxiety because they had low comprehension about what they talk, and they cannot speak English fluently.

2. Text Anxiety

The students' lack of interest in the speaking exam was the second element that contributed to their anxiousness throughout the speech. Several students stated that they are interested in English speeches because they may broaden their knowledge, exercise their bravery in public speaking, and enhance their English skills. However, they believed it was challenging for them due to their poor English vocabulary. Furthermore, they were embarrassed by their blunders in making English speeches, and they were pessimistic about passing this type of English speaking test.

The following transcriptions were taken from students responses on the interview. These responses were selected and classified into the text anxiety factor.

*“takut salah, nggak menguasai bahan pas tampil miss. Bisa aja kalo lagi cemas M** lupa apa yang mau disampaikan, Kak. Dan buru-buru mau cepat selesai.” (Student 17, Anxious Level)*

I am afraid of being wrong and do not comprehend the material in the speech performance, miss I could forget what to say when I feel anxious, and I will end my speech immediately. (Student 17, Anxious Level)

“iya miss cemas itu pastinya ada, kak. Karena takut salah di pronunciationnya salah-salah dan takut ngeblank gitulah pokoknya kak. , Saat cemas diam dulu, tarik napas, terus mulai meningat-ingat lagi, pokoknya nenangin diri dulu, Kak.(Student 10, Moderate Anxious).

Yes, miss. I feel anxious of course. It because I am afraid of my incorrect pronunciation and suddenly “my mind going blank” or do not know what to say. When I feel anxious, I usually calm down first, take a breath, and begin to remember what to say. I have to calm down first.(Student 10, Moderate Anxious).

“iya, miss takut nggak menguasai materi pidatonya, miss.

Yes, miss. I am afraid of not comprehending the speech material” (Student 15, Very Anxious)

The interview results showed that the respondents experienced anxiety when they felt afraid of being failed in their speech performance, and when they were unconfident to be judged as students with limited English speaking proficiency.

3. Fear Negative Evaluation

The dread of poor judgement was the final element that contributed to students nervousness when speaking English. Students may be sensitive to the opinions of others. They have doubts about their capacity to communicate and the outcome of the test. Several students were frightened of being laughed at or adversely rated by their peers. They were also terrified of their instructor and a poor grade. Another prevalent problem seen by foreign language students was their anxiety for the listener's evaluation of their performance. The following transcription includes the students' replies to the interview on their fear of a poor evaluation.

"Iya, Miss. Takut dikomentarin atau dinilai, miss salah dalam pengucapannya." (Student 17, Anxious Level)

Yes, I am afraid miss of my pronunciation being commented or evaluated (student 17, Anxious Level)

"Iya, miss. Takut dikritik audien spronunciationnya, miss. Mungkin audiensnya masih pahamlah tentang apa isi Pidato walaupun sedikit-sedikit dan walaupun masih salah pengucapannya.." (Student 10, Moderate Anxious)

Yes, miss. I am afraid of my pronunciation being criticized by the audiences. But I am sure that the audiences understand my speech even there is mistake in my pronunciation. (Student 10, Moderate Anxious)

"iya miss, takut salah-salah. Membuat audiens bingung, kak. Mereka mungkin beranggapan kalo saya belum siap untuk berpidato." (Student 2, Very Anxious)

Yes,miss. I am afraid of any mistakes that might confuse the audiences. They might think that I am not ready for the speech yet. (Student 2, Very Anxious)

Finally, all of the responders expressed concern about being judged poorly by the listeners. Despite the fact that they feel that giving a speech is merely one option to practise their speaking skills, they are nevertheless terrified of being assessed as incompetent in their speech presentations.

IV. CONCLUSIONS

The findings of this study revealed that three factors contribute the students' nervousness when making a speech: communication apprehension, exam anxiety, and fear of unfavourable assessment. Finally, there is no association between students' speaking competence in speech and their anxiety level. According to the interview results, students with the same level of anxiety may fall into distinct groups of speaking ability.

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