

## **FOREIGN LANGUAGE SPEAKING ANXIETY: A CASE STUDY AT ENGLISH DEPARTMENT STUDENTS OF IAIN LHOKSEUMAWE AND AL MUSLIM UNIVERSITY**

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### **Abstract**

*Language anxiety becomes an important area on language teaching and learning. It has been a common issue in the EFL context and had a profound consequence in language teaching. Furthermore, a feeling of anxiety has been experienced by a number of foreign language learners in their English language classroom. Therefore, the objective of this research was to investigate some factors influenced the students' anxiety and also to find out kinds of anxiety experienced by them. The data were collected through FLCAS (Foreign language Classroom Anxiety Scale) from 30 English Department students of IAIN Lhokseumawe and 25 students of Al Muslim University and semi-structured interviews with 6 students as research's participant. The data were analyzed descriptively to answer research questions. The findings indicated that students of IAIN Lhokseumawe had a higher level of anxiety compared with students of Al Muslim University. In addition, some factors causing students' anxiety were lack of mental readiness, knowledge of vocabulary, pronunciation, grammar and prior knowledge of the classroom activities, including the anxiety to take Anxiety Test.*

**Keywords:** *language anxiety, EFL teaching and learning, anxiety factor, FLCAS*

### **Abstrak**

*Kecemasan berbahasa menjadi hal yang penting untuk diperhatikan di dalam pengajaran Bahasa. Hal ini sudah menjadi masalah yang umum dalam konteks pembelajaran Bahasa asing dan memiliki dampak yang besar terhadap pembelajaran Bahasa itu sendiri. Selain itu, banyak pembelajar Bahasa asing mengalami kecemasan ketika mereka berada dalam kelas Bahasa. Selain itu, tujuan dari penelitian ini adalah untuk menginvestigasi faktor-faktor penyebab*

*kecemasan berbahasa dan juga untuk menemukan jenis kecemasan yang dialami oleh peserta didik. Data penelitian ini didapatkan melalui questionnaire FLCAS dari 30 siswa jurusan Bahasa Inggris IAIN Lhokseumawe dan 25 Mahasiswa jurusan Bahasa Inggris Universitas Al Muslim. Wawancara juga melibatkan 6 orang mahasiswa dari kedua perguruan tinggi tersebut. Data penelitian akan dianalisa secara deskriptif untuk menjawab pertanyaan-pertanyaan penelitian. Secara umum, hasil penelitian menjelaskan bahwa peserta didik memiliki kecemasan yang besar dalam pembelajaran Bahasa. Mahasiswa IAIN Lhokseumawe memiliki tingkat kecemasan yang lebih tinggi daripada mahasiswa Universitas Al Muslim. Adapun faktor-faktor yang mempengaruhi kecemasan tersebut adalah kurangnya kesiapan mental, penguasaan kosakata, pengucapan, tata Bahasa Inggris dan pengetahuan tentang materi yang diajarkan. Tes kecemasan juga menjadi kecemasan yang dominan yang dirasakan oleh murid-murid.*

**Kata Kunci:** *kecemasan berbahasa, pengajaran dan pembelajaran Bahasa asing, faktor kecemasan dan skala kecemasan berbahasa (FLCAS).*

## INTRODUCTION

Speaking is one of the productive skills that demands English language learners to have huge courage and confidence in conveying message to the listener. It is crucial for everyone to build good communication among them. In Indonesia, English-speaking is a foreign language that should be mastered by every learner from junior high school up to university level. It is because the main goal of mastering the target language is mastering speaking skills. Therefore, foreign language learners tend to perceive that speaking is a success criterion in mastering a language. However, anxiety became a problem to the foreign language learner who contributes himself in conveying a message and building communication in their environment.

Foreign language speaking anxiety is a common phenomenon in classroom activities in teaching English as a foreign language in Indonesia, especially Aceh. The students pose less willingness to participate in foreign language classroom activities. Moreover, the most problem in foreign language classroom is English Language learners often express their anxiety while speaking and communicating in the target language. Thus, poor performance was generally expressed by the learners with the high anxiety feeling.<sup>1</sup> Besides, the anxiety faced by the foreign language learner influences to one's level of achievement and language proficiency. It is in

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<sup>1</sup> Cui J, "Research on high school students' English learning anxiety", *Journal Language Teaching and Research*, Vol. 2, No.4, 2011, p.878.

accordance with Dordinejad and Ahmadabad say that foreign language anxiety is an obstacle that influences one's acquisition in mastering a language.<sup>2</sup>

Moreover, having a negative attitude toward foreign language activities is one of the factors influences students' anxiety. Hewitt and Stephenson as cited in Senel Elaldi's study assume that foreign language anxiety can occur if students are involved in several negative experiences in a foreign language context.<sup>3</sup> Therefore, the students feel discouraged to show their abilities in English language skills. According to Hashemi and Abbasi, the friendlier and more informal the language classroom environment, the less the anxiety leads to the bad language performance.<sup>4</sup> Formal language classroom settings become a source of stress to the foreign learner to master the target language because it demands learners to deliver the speaking to be more correct based on grammatical structures in the target language. As it was reported in Price's interview study, many anxious students tremble enough to show their performance in front of their fellow since they greatly pay attention to some mistake that they will make.<sup>5</sup> Therefore, an effective collaborative activity among teachers and students is highly emphasized to reduce the students' anxiety.

Furthermore, other researchers, Liu and Ni mention other common factors causing students' anxiety are insufficient vocabulary storage, linguistics problem, lack of confidence and preparedness.<sup>6</sup> Even some literatures do not confirm the best way to teach speaking, it does emphasize to all teachers to have sufficient understanding to use a variety of teaching methods

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<sup>2</sup> Dordinejad FG, Ahmadabad RM, "Examination of the relationship between foreign language classroom anxiety and English achievement among male and female Iranian high school students", *International journal of Language Learning Appl. Linguistics World*, Vol 6. No.4, 2014, p.447.

<sup>3</sup> Hewitt E, Stephenson J, "Foreign language anxiety and oral exam performance: A replication of Phillips's MLJ Study", *Modern Language Journal*, Vol 96, 2012, p.173.

<sup>4</sup> Hashemi M, Abbasi M, "The role of the teacher in alleviating anxiety in language classes", *Int. Res. J. Appl. Basic Sci.* Vol 4, No.3, 2013, p.641.

<sup>5</sup> Price, M. L, *The subjective experience of foreign language anxiety: Interviews with anxious students*. In E. K. Horwitz & D. J. Young (Eds.), *Language anxiety: From theory and research to classroom implications*, Englewood Cliffs, NJ: Prentice Hall, 1991, p. 101-108.

<sup>6</sup> Liu, M & Ni, H, Chinese university EFL learners' foreign language writing anxiety: pattern, effect and causes, *Journal of English Language Teaching* Vol 8, No.3, 2015, p.55

and materials to support learners' achievement, reduce and overcome their anxiety. It is important that teachers should strengthen the students' self-esteem to obtain their ability in speaking.

## LITERATURE REVIEW

### *The Nature of Anxiety*

Koch and knell state that joining speaking class for foreign language learner classroom leads a number of anxiety than any other classroom activities.<sup>7</sup> They feel worried about making mistakes and had a negative experience in speaking class, such as being laughed by their friends, which made them feel more anxious to participate in classroom activities. Moreover, language anxiety is claimed as a picturesque language process because the learners are required to master a language which is not totally comprehended by them.

Anxiety is one of the affective variables in mastering a language. It relates to a psychological phenomenon where the effect of this situation works well in the human body's response. According to Brown, foreign language anxiety is "a feeling of intimidation and inadequacy over the prospect of learning a foreign language."<sup>8</sup> In addition, Oxford defines the language anxiety is "fear or apprehension occurring when a learner is expected to perform in the target language."<sup>9</sup> Moreover, MacIntyre and Gradrner assume that language anxiety showed some potential issues for foreign language learner due to the way they acquire the language which impacts the production of new language.<sup>10</sup> Thus, it can influence the quality of oral production and their proficiency toward the target language. Even though some learners think that they need much time to learn a new language, Horwitz affirms that it does not take much time to master the target language.<sup>11</sup> Two years or less is sufficient for mastering the language for one who has a great belief about it.

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<sup>7</sup> Koch, Susan, and 'Racy 'knell. "The Effect of the Natural Approach on the Affective Filter." Language Arne@ Arne@ Reactions in Fbtvign and Second Language Learning and performance. Ei&. E. Horwitz and D.J. Young. New York: Prentice Hall, in press. p.113

<sup>8</sup> Brown, H. D, *Principles of Language Learning and Teaching*, New York, NY: Addison Wesley Longman, 2000, p.5

<sup>9</sup>Oxford, R.L, *Anxiety and the language learner: new insights*. In J.Arnold (Ed.). Affect in language learning. Cambridge: Cambridge University Press, 1999, p.60

<sup>10</sup> MacIntyre, P. D., & Gardner, R. C. "The subtle effects of language anxiety on cognitive processing in the second language learning." *Language learning*, Vol 44, No.2,1994, p. 287.

<sup>11</sup> Horwitz, E. K, "Language Anxiety and Achievement," *Annual Review of Applied Linguistics*, 21, 2001, p.117.

### ***Rationales for foreign language anxiety***

Daly concentrates much on correspondence anxiety and refers it to genetic disposition; early fortifications and disciplines; early relational abilities; and exposure to the proper model of correspondence as the conceivable components for language anxiety.<sup>12</sup>

Furthermore, Woodrow draws a hallmark between in-class and out-of-class tension and finds that correspondence with instructors and performing in front of the class is the major contributors to language uneasiness in speaking classes.<sup>13</sup> In particular, giving oral presentations, performing role-play in front of the class, managing to formal dialogs, noting educator questions, and informal conversation of the instructor were accounted as significant purposes behind students' classroom anxiety. Gregersen and Horwitz suggest that trying to put every single thing perfectly may inhibit the reluctant students' performance; thus, some recommendations are offered to adapt to such propensities.<sup>14</sup>

### ***Impacts of foreign language anxiety***

MacIntyre inspected the impacts of language anxiety into four categories: academic effects, cognitive effects, social effects and personal effects.<sup>15</sup> With respect to the academic effects, the research on language anxiety has demonstrated clashing outcomes in regards to its impact.

Individuals' low confidence may assume a negative job in her/his language uneasiness. The way that someone sees him/herself image has to do with the language tension s/he encounters. In addition, learners' achievement could likewise be the indicator of their language uneasiness level. For instance, learners who feel that they are not intelligent are more inclined to get restless. Students who consider themselves lower compared to different students regarding their execution do not have a decent viewpoint of themselves and this recognition may trigger their language tension.

As indicated by Worde, the greater part is that most foreign language students encountered some level of tension.<sup>16</sup> Similarly, students who feel uncomfortable when learning a

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<sup>12</sup> Daly, J. A, *Understanding communication apprehension: An introduction for language educators*. In E. K. Horwitz & D. J. Young (Eds.), *Language Anxiety: From theory and research to classroom implications* (pp. 3-13). Englewood Cliffs, NJ: Prentice Hall.

<sup>13</sup> Woodrow, L, Anxiety and speaking English as a second language. *RELC*, Vol 37(3), 2006, p. 317.

<sup>14</sup> Gregersen, T. S., & Horwitz, E. K, "Language learning and perfectionism: Anxious and non-anxious language learners' reactions to their own oral performance," *The Modern Language Journal*, Vol 86, No.4, 2002, p.564.

<sup>15</sup> MacIntyre, P. D., & Gardner, R. C, Anxiety and second-language learning: Toward a theoretical Clarification, *Language learning Journal*, 39, 1989, p. 254

<sup>16</sup> Worde, R.V. (1998). *An investigation of students' foreign language anxiety*. Retrieved October, 22, 2018 from <http://www.eric.ed.gov/ERIC> web portal

language may discover that their learning process is less agreeable. For example, lack of words usage and trouble in understanding spoken instruction. Moreover, Tanver says that students of English language regularly express a sentiment of stress, apprehension or tension while figuring out how to communicate in English and guarantee to have a firewall against learning English.<sup>17</sup> Thus, foreign language anxiety has a great impact to learners' language acquisition.

### ***Kinds of Language Anxiety***

Horwitz et al. classified foreign language anxiety into three components as follows;<sup>18</sup>

#### **1. Communication apprehension**

Communication apprehension is a kind of anxiety concerns about learners' incapability to sufficiently express the thought and build communication with other individuals and make them understand what the speaker said. It is accordance with Masood as cited from Cubukcu says that communication apprehension in foreign language classroom comes out from the extent of individual knowledge which has difficult to understand one's speech and make other understood.<sup>19</sup> In other words, the difficulties in conveying a message through speaking activities and listening to the English course become as one of the communication apprehensions.

On the other hand, Tanveer defines communication apprehension as "a type of shyness characterized by fear or anxiety about communication with other people."<sup>20</sup> In this situation, the communication apprehension occurred since teachers and peers in language classroom monitored the speaker. The communication apprehension is closely related to students' less confidence. In this case, the students are less confidence to perform in front of their mate because they fear of making mistake and worry to their message will not be understood by others.

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<sup>17</sup> Tanveer, M, 2007, *Investigation of the factors that cause language anxiety for ESL/EFL learners in learning speaking skills and the influence it casts on communication in the target language (Master's thesis)*. University of Glasgow, England. Retrieved December 22, 2017 from [http://www.asian-efl-journal.com/thesis\\_M\\_Tanveer.pdf](http://www.asian-efl-journal.com/thesis_M_Tanveer.pdf)

<sup>18</sup> Horwitz, E., M. Horwitz, & J. A. Cope, Foreign language classroom anxiety, *Modern Language Journal*. 70, No.2, 1986, p. 127.

<sup>19</sup> Masood, M, *Investigating foreign language speaking anxiety within the EFL Learner's interlanguage system: The case of Iranian Learners*. Journal of Language Teaching and Research. (Academy Publisher, 2012) Vol.3 No.3, p.468.

<sup>20</sup> Tanveer, M, 2007, *Investigation of the factors...*

### ***Fear of negative evaluation***

Regarding the fear of negative evaluation, as Young argues that students pay more attention to their mistake rather than error correction that should be administered.<sup>21</sup> Being worry of negative evaluation occurred because of one's response or comment toward their peer's ability. Thus, foreign language learners should have a positive impression on others. The fear of negative evaluation may happen in any social situation, such as interviewing a job, taking a foreign language class and joining the competition. In this situation, Tanveer assumes that the role of teachers not only evaluate the students' performance but also perceive the other students' reaction as well.<sup>22</sup> In addition, Kitano asserts that the students whose personalities and attitude tend to negative feeling will experience high anxiety feeling in the speaking classroom activities.<sup>23</sup>

### ***Test anxiety***

Howritz states that the obstacle faced by foreign language learner is not only about conveying or speaking fluently to the other people but also comprehend the content of the message that has been delivered by the speaker and also using grammar in speaking.<sup>24</sup> Regarding test anxiety, learner feels pressure to speak a foreign language because they need to construct much English grammar when they speak in the same time.

### ***Categories of Anxiety***

There are some types of anxiety in learning the language which is related to psychology domain. In this case, Ellis classifies anxiety into three categories, namely: trait anxiety, state anxiety and situation-specific anxiety.<sup>25</sup>

#### **a. Trait anxiety**

Trait anxiety is one of person's personality trait and behavior that typically adhered to a person which is permanent and difficult to change. Incapability to express feeling, emotion, idea and thought enable students to involve in this category since they cannot control their nervousness. Thus, their involvement in classroom activities is questionable in increasing their

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<sup>21</sup> Young, D. J, "an investigation of students' perspectives on anxiety and speaking," *Foreign Language Annals* 23,

1990, p.550.

<sup>22</sup> Tanveer, *Investigation of the factors...*

<sup>23</sup> Kitano, K, "Anxiety in the College Japanese Language Classroom," *The Modern Language Journals*. 85, No.4,

2001, p. 562

<sup>24</sup> Horwitz, E. K, "Language Anxiety and Achievement," *Annual Review of Applied Linguistics*, 21, No.1, 2001, p.118.

<sup>25</sup> Ellis, R, *The Study of Language Acquisition*, Oxford: Oxford University Press, 1994. p.479

speaking ability. They tend to keep silence rather than speak or give some ideas in front of the class. It also happens in any situation or subjects in the school.

### **b. State anxiety**

State anxiety is a tentative feeling of anxiety due to the change of one's emotional state caused by an external factor. It occurs because the learners are exposed to particular emotion, stress, and pressure during taking the class. Moreover, controlling an idea and emotion may leads the students to enjoy the classroom activities. Regarding this situation, Spielbergger says that state anxiety is a feeling of anxiety which is part of normal psychology response that will disappear along with the good emotional response rebuild toward target language.<sup>26</sup>

### **c. Specific-situation anxiety**

Specific-situation anxiety is a feeling of anxiety caused by the particular situation or event in learning the target language. In this case, the situation is likely when the students take the examination, joining in class participation, English Community club and public speaking.

## **METHODS**

### ***Research Design***

A case study, one of descriptive design in qualitative research was employed in this research. It is used to describe the phenomenon that existed in the past and now. It describes the fact found in the research field. Moreover, descriptive qualitative research can be used to identify and classify the elements and characteristic of the subject.<sup>27</sup>

### ***Research Setting and Subject***

This research was undertaken at IAIN Lhokseumawe and Al Muslim University, Aceh. The subject of the research was the third semester students of English department. 30 English department students of IAIN Lhokseumawe and 25 English department students of Al Muslim University were involved in this research. The participants came from different English proficiency level such as high, middle and low proficiency levels of English.

To determine the sample, the researcher used cluster random sampling. Taking the sample through this sampling was done based on a certain area or place. The purpose of this sampling is to find out and compare the different cases from both institutions; IAIN Lhokseumawe and Al Muslim University.

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<sup>26</sup> Spielbergger, C. D, *Manual for the State Trait Anxiety Inventory*, California: Consulting Psychologists Press, 1983.

<sup>27</sup> Colin, N, *Effective Learning Service. Introduction to Research and Research Methods*. Bradford: University of Management, 2007, p. 27



### ***Data Collection Technique***

The most popular instrument to measure students' anxiety is the Foreign Language Classroom Anxiety Scale (FLCAS). The data for the research was collected using the Foreign Language Classroom Anxiety Scale (FLCAS) developed by Horwitz et al. (1986). The scale is a students' self-report to measure their anxiety feeling as a specific reaction to English language classroom. The instrument is expected to measure foreign language learners' anxiety level while learning a language in the classroom. Horwitz explains that the questionnaire consists of 33 items determined by 5 items in Likert scale, ranging from strongly agree (5) to strongly disagree (1).<sup>28</sup> While the answer "strongly agree" indicates a high level of anxiety, -strongly disagree- indicates a low level of anxiety that students feel.

In addition, a semi-structured interview was used to elicit the students' perception of language speaking anxiety. In this case, the students were asked 5 questions related to some factors influencing students' anxiety. Classroom observation and Focus Group Discussion (FGD) were obtained to support Questionnaire and interview. The data from observation was analysed descriptively. The analysis of interview was started by making a transcription of each sentence form the interviewee.

### **Data Analysis Technique**

There are two research questions to be focused in this research. First, what are the factors influencing the students' learning anxiety in speaking? Second, what kinds of anxiety do the students experience in speaking class?. As a matter of fact, In analyzing the data, the result of the questionnaire can be seen to know the students' anxiety in speaking. The questionnaires were arranged from positive option (strongly agree) to negative option (strongly disagree) about students' anxiety feeling in speaking. The researcher also examined the average score (Mean) of each questionnaire items.

The researcher used the criteria that proposed by Arikunto in determining the students' anxiety in speaking classroom activities.<sup>29</sup> The criteria used as follow:

1. 3.3 – 4.0 = Strongly Agree
2. 2.5 – 3.2 = Agree
3. 1.7 – 2.4 = Neutral
4. 0.9 – 1.6 = Disagree
5. 0 – 0.8 = Strongly Disagree.

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<sup>28</sup> Horwitz, E., M. Horwitz, & J. A, Foreign language...p.130

<sup>29</sup> Arikunto, S, *Prosedur Penelitian Suatu Pendekatan Praktek, Ed. Rev. 6th*. Jakarta: Rhineka Cipta, 2006. p.131.

## FINDING AND DISCUSSION

### *Interview*

To strengthen the results from the questionnaire data, below is provided excerpts from the interview. The questions asked during the interview are also narrated. For the first question asking whether the students feel anxious in their speaking class and when they feel anxious. Here some answers from the students:

### **Behavioural Manifestation**

**Student 1:** *Sometimes I feel anxious in my speaking class when I got my turn without preparation, so I do not know what I should say and I have less idea.*

**Student 2:** *sometimes I feel anxious in my speaking class. I feel anxious in speaking class when I do not prepare myself for speaking. But sometimes, even though I prepare myself, I still feel anxious.*

Later, the second question was asking about factors that make them anxious in the speaking courses. The answers are as follow:

### **Cognitive Manifestation**

**Student 1:** *And about the factors that make me anxiety is that some people do not love what they do and brave for it so that they get failed. And especially from speaking class, they usually feel anxious, scared, and bored. Second, I think, it is because lack of confidence, like they believe "I can't do it". That was the second. The third is about the fact of being criticized by other people.*

**Student 2:** *First, because we did not really believe in ourselves, and we do not have self-confidence and we are afraid that we do not have good pronunciation, we have poor vocabulary, then about the grammatical structure also, we are afraid that it does not suit the word that we choose.*

**Student 3:** *In my opinion, the factors that make me anxious in speaking course are lack of fluency in speaking, lack of knowledge about grammar, and not having vocabulary that I know.*

Later, regarding the third question; What disturbs students most about learning and speaking English? Why? The answers from the respondents are as follows;

### **Linguistics Manifestation**

**Student 1:** *The things that disrupt students in speaking class are vocabulary and confidence. Why? Because if the student do not have enough vocabulary, it makes the difficult to speak English and also shy to practice the language and worry to make mistake.*

**Student 2:** *I think grammar is the first trigger of English speaking. Because it is quite hard to understand. Most students are giving up in grammar subject or grammar course. And according to them it is quite hard.*

Next, regarding the third question “When you feel anxious in your speaking class, did you teacher help you to overcome your anxiety?”. The answers from the respondents are as in following.

**Student 1:** *She was quite inspirational and motivating to prove English language skills so I have got a lot of lessons the to improve skills and new knowledge to start. And my teacher always helps and encourages me and I feel so good.*

**Student 2:** *The teacher helps me to overcome my anxiety. First, she gets me an applause, and she get me advise, and she ensured me that everyone in interested in what I say so I am not anxious anymore.*

**Student 3:** *Some teachers did and some teachers did not.*

Finally, when they were asked about what they do to reduce their anxiety, the answers from the respondents are as in following.

**Student 1:** *And when I am worried or anxious when I got the task to speak in public, I convince myself that I am a great public speaker and motivator.*

**Student 2:** *Maybe I must start to habit speak English and memorize more vocabulary.*

The above responses of interview may indicate how important it is for the language learners to be well-prepared to speak in the target language. Some students stated in the first questions of interview that they feel anxious when the teacher asked them to perform in front of their fellows in the class, had no preparation and less of idea. Then, the second question was asking about factors influencing their anxiety were less preparation of mental readiness, lack of grammar knowledge and prior knowledge of the classroom material activities. Since the language learners do not have sufficient language proficiency level, they seem to be confused how to start the new idea to speak up first in speaking class. Nevertheless, some of teachers tried to overcome the students’ anxiety by playing games or other classroom activities. At the end of the interview the students stated the way to reduce their own anxiety is by increasing and building speaking interest, memorizing much more vocabularies and knowledge of grammar.

### **Questionnaires**

There are two results based on the data collection process, first, it is from the questionnaire, and the second is from the interview. Below is provided the result from the questionnaire from Al Muslim University (AL) and IAIN Lhokseumawe (IL). The results obtained are as shown in the table below. Q1 stands for Question 1, Q2 stands for Question 2, and so on.

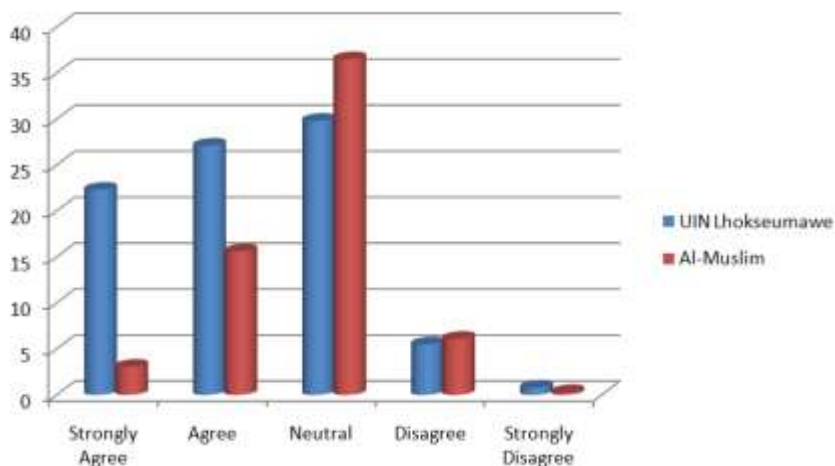
The table below provides the comparison score weight form both colleges: Al Muslim as referred to AL and IAIN Lhokseumawe as referred to IL. The scoring weight is taken the highest weight as stated in the instrument which is 4 for option “Strongly Agree”, 3.2 for option “Agree”, 2.4 for option “Neutral”, 1.6 for option “Disagree”, and 0.8 for option “Strongly Disagree” (please see appendix).

| Question | Score Weight |      |          |       |          |       |          |       |          |      |        |       |
|----------|--------------|------|----------|-------|----------|-------|----------|-------|----------|------|--------|-------|
|          | Option 1     |      | Option 2 |       | Option 3 |       | Option 4 |       | Option 5 |      | SUM    |       |
|          | AL           | UL   | AL       | UL    | AL       | UL    | AL       | UL    | AL       | UL   | AL     | UL    |
| 1        | 0            | 12   | 6,4      | 25,6  | 31,2     | 24    | 25,6     | 14,4  | 0        | 0    | 63,2   | 76    |
| 2        | 8            | 24   | 12,8     | 32    | 36       | 21,6  | 4,8      | 4,8   | 0,8      | 1,6  | 62,4   | 84    |
| 3        | 4            | 16   | 25,6     | 32    | 31,2     | 31,2  | 4,8      | 4,8   | 0        | 0    | 65,6   | 84    |
| 4        | 0            | 12   | 22,4     | 12,8  | 33,6     | 36    | 6,4      | 8     | 0        | 1,6  | 62,4   | 70,4  |
| 5        | 8            | 28   | 19,2     | 12,8  | 31,2     | 36    | 4,8      | 3,2   | 0,8      | 0,8  | 64     | 80,8  |
| 6        | 4            | 16   | 6,4      | 19,2  | 38,4     | 36    | 9,6      | 4,8   | 0        | 1,6  | 58,4   | 77,6  |
| 7        | 0            | 24   | 16       | 51,2  | 36       | 19,2  | 8        | 0     | 0        | 0    | 60     | 94,4  |
| 8        | 0            | 36   | 22,4     | 28,8  | 36       | 28,8  | 4,8      | 0     | 0        | 0    | 63,2   | 93,6  |
| 9        | 0            | 60   | 19,2     | 16    | 36       | 12    | 3,2      | 4,8   | 0,8      | 1,6  | 59,2   | 94,4  |
| 10       | 1            | 8    | 32       | 22,4  | 31,2     | 43,2  | 3,2      | 0     | 0        | 2,4  | 66,4   | 76    |
| 11       | 8            | 4    | 12,8     | 3,2   | 33,6     | 36    | 8        | 20,8  | 0        | 0    | 62,4   | 64    |
| 12       | 0            | 12   | 12,8     | 57,6  | 36       | 24    | 9,6      | 3,2   | 0        | 1,6  | 58,4   | 98,4  |
| 13       | 4            | 12   | 16       | 16    | 38,4     | 40,8  | 4,8      | 4,8   | 0        | 1,6  | 63,2   | 75,2  |
| 14       | 4            | 0    | 6,4      | 51,2  | 43,2     | 9,6   | 4,8      | 16    | 0        | 0    | 58,4   | 76,8  |
| 15       | 4            | 16   | 6,4      | 16    | 40,8     | 43,2  | 3,2      | 1,6   | 0,8      | 1,6  | 55,2   | 78,4  |
| 16       | 8            | 48   | 12,8     | 41,6  | 38,4     | 12    | 4,8      | 0     | 0        | 0    | 64     | 101,6 |
| 17       | 0            | 28   | 6,4      | 0     | 43,2     | 36    | 4,8      | 6,4   | 0,8      | 0,8  | 54,8   | 71,2  |
| 18       | 4            | 24   | 16       | 51,2  | 36       | 19,2  | 4,8      | 0     | 0,8      | 0    | 61,6   | 94,4  |
| 19       | 0            | 60   | 19,2     | 16    | 31,2     | 12    | 6,4      | 4,8   | 1,6      | 1,6  | 58,4   | 94,4  |
| 20       | 0            | 36   | 9,6      | 28,8  | 43,2     | 43,2  | 6,4      | 0     | 0        | 0    | 59,2   | 108   |
| 21       | 8            | 12   | 6,4      | 41,6  | 33,6     | 24    | 9,6      | 3,2   | 0,8      | 1,6  | 58,4   | 82,4  |
| 22       | 4            | 24   | 22,4     | 64    | 31,2     | 21,6  | 6,4      | 4,8   | 0        | 1,6  | 64     | 116   |
| 23       | 4            | 8    | 19,2     | 22,4  | 36       | 43,2  | 4,8      | 0     | 0        | 2,4  | 64     | 76    |
| 24       | 4            | 24   | 22,4     | 51,2  | 33,6     | 19,2  | 4,8      | 0     | 0        | 0    | 64,8   | 94,4  |
| 25       | 4            | 16   | 22,4     | 16    | 33,6     | 43,2  | 4,8      | 19,2  | 0        | 0    | 64,8   | 94,4  |
| 26       | 4            | 36   | 25,6     | 28,8  | 28,8     | 28,8  | 4,8      | 0     | 0        | 0    | 63,2   | 93,6  |
| 27       | 4            | 16   | 19,2     | 32    | 36       | 31,2  | 4,8      | 4,8   | 0        | 0    | 64     | 84    |
| 28       | 8            | 12   | 19,2     | 12,8  | 38,4     | 36    | 1,6      | 8     | 0        | 1,6  | 67,2   | 70,4  |
| 29       | 0            | 28   | 9,6      | 12,8  | 43,2     | 36    | 6,4      | 3,2   | 0        | 0,8  | 69,2   | 80,8  |
| 30       | 4            | 16   | 12,8     | 19    | 45,6     | 36    | 4,8      | 4,8   | 0        | 1,6  | 67,2   | 77,4  |
| 31       | 0            | 16   | 12,8     | 16    | 38,4     | 43,2  | 8        | 19,2  | 0,8      | 0    | 60     | 94,4  |
| 32       | 0            | 36   | 16       | 12,8  | 38,4     | 28,8  | 4,8      | 8     | 0,8      | 0    | 60     | 85,6  |
| 33       | 0            | 16   | 6,4      | 32    | 43,2     | 31,2  | 4,8      | 4,8   | 1,6      | 0    | 56     | 84    |
| Sum      | 101          | 736  | 515,2    | 895,8 | 1204,8   | 968,4 | 203,2    | 182,4 | 10,4     | 26,4 | 2043,2 | 2827  |
| Average  | 3,06         | 22,3 | 15,6     | 27,1  | 36,5     | 29,3  | 6,1      | 5,5   | 0,3      | 0,8  | 61,9   | 85,7  |

In the table above, we can see that students at Al Muslim university (AL) have low agreement on their anxiety problems in EFL class; which is 3.06 for the option “strongly agree”

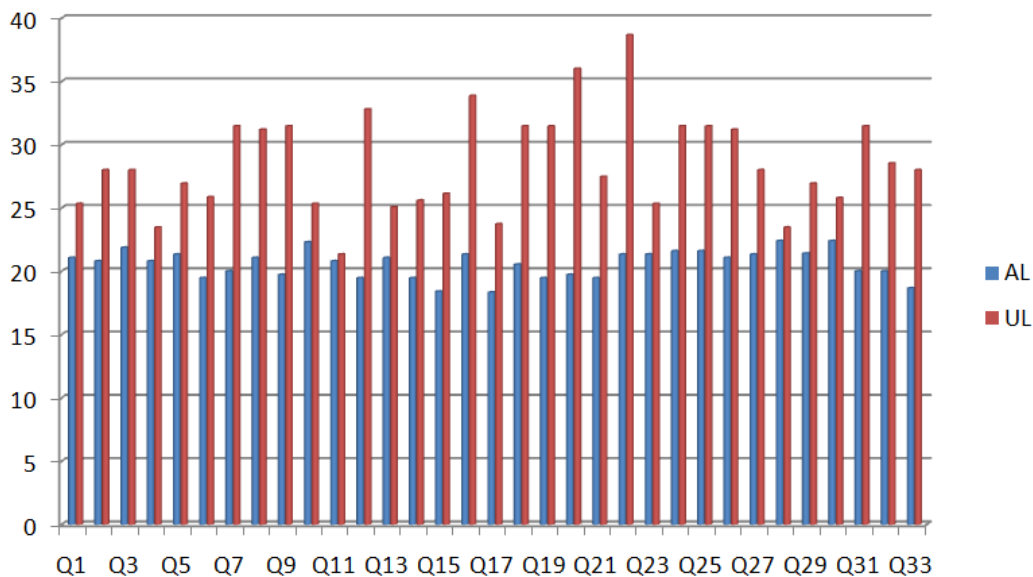
and 15.6 for the option “agree”. Meanwhile, IAIN Lhokseumawe students (IL) have higher agreement on their anxiety problems in EFL class; which is 22.3 for the option “strongly agree” and 27.1 for the option “agree”. The numbers are profoundly different. Then, in the “neutral” choice, there are quite many students who chose the option from both universities. In average, there are 36.5 in AL and 29.8 in IL. Last, concerning to the disagreement, in AL, the average students who disagree is 6.1 and in UL is 5.5; and the average students who strongly disagree is 0.3 and in UL is 0.8.

Below is provided the concise comparison between AL and IL in the following graph.



From the graph above, we can firstly see a striking difference in the first bars showing the option “strongly agree”. The graph shows that most students who strongly agreed about the anxiety they have in language class are the students at IAIN Lhokseumawe, while students at Al Muslim university do not seem to strongly agree with the questions in the questionnaire. Second, in the option “Agree”, the graph also shows that students at IAIN Lhokseumawe agree with the statements about the language anxiety in English class. And again, we can see lower bar from the students of Al Muslim university. Later, in the bars presenting the option “Neutral”, a contrast appearance shows up that more students at Al Muslim university were neutral about the language anxiety compared to the students at IAIN Lhokseumawe. Next, in the bars showing the option “Disagree”, there is a slight difference where students at Al Muslim university disagree more about the language anxiety that they face compared to the students at IAIN Lhokseumawe. And finally, the bars showing the option “Strongly Disagree” that very few students from both colleges chose this option despite of the slight difference.

In brief, in an attempt to answer the first research question, the following comparison between AL and IL are wrapped in the following chart. The following chart presents the average comparison of each question between AL and IL. AL stands for Al Muslim University, and IL stands for IAIN Lhokseumawe.



The graph above shows that most problems concerned with anxiety is faced in IL. The most problem is Q23 (*I always feel that the other students speak the foreign language better than I do*). This is the major factor faced by students at IL. Then, the problem is concerned to Q17 (*I often feel like not going to my language class*). Later, the third factors are Q8 (*I am usually at ease during tests in my language class*), Q10 (*I worry about the consequences of failing my foreign language class*), Q19 (*I am afraid that my language teacher is ready to correct every mistake I make*), Q20 (*I can feel my heart pounding when I'm going to be called on in language class*), Q25 (*Language class moves so quickly I worry about getting left behind*), Q27 (*I get nervous and confused when I am speaking in my language class*), and Q32 (*I would probably feel comfortable around native speakers of the foreign language*). Meanwhile for AL students, there are no majoring factors as they tend to be more neutral (neither agree or disagree) regarding the issue of language learning anxiety.

From the explanation above, it implies that the students of IAIN Lhokseumawe had higher anxiety feeling in test anxiety. In addition, the students of Al Muslim University reported their anxiety in some items in test anxiety. They got higher anxiety feeling in test anxiety. The answer can be drawn, as follows; in item 4: *"it frightens me when I don't understand what the teacher is saying in the foreign language."* The score weight is 22,4. Item 10: *"I worry about the consequences of failing my foreign language class."* The score weight is 32, and item 25: *"language class moves so quickly I worry about getting left behind."* The score weight is 22.4.

This is implied that students' speaking anxiety was derived from 3 primary kinds of anxiety as Horwitz (2001) explained about communication apprehension, fear of negative evaluation, and test anxiety about academic evaluation. The students face much more anxiety in test anxiety where the students are incapability to use English fluently and grammar appropriately.

## DISCUSSION

In this part, the researchers elaborate her findings based on the data displayed in the previous section. First, a lining back to the research questions posed in chapter one is considered important. The research questions is as follows; What are the factors influencing the students' learning anxiety in speaking? What kinds of anxiety experienced by the students in speaking class?

Concerning to the result of the data, the questionnaire in the form of Likert scale was used to analyse the data to indicate the students' learning anxiety feeling in EFL classroom. Moreover, the interview has also supported to obtain some information about the factors influencing students' anxiety in EFL teaching learning process from both institutes; IAIN Lhokseumawe and Al Muslim University. This is implied that students' speaking anxiety factors was derived from 3 primary factors as Horwitz (2001) explained about communication apprehension, fear of negative evaluation, and test anxiety about academic evaluation. Horwitz's FLCAS includes items relating to communication apprehension. The students face much more anxiety in test anxiety where the students are incapability to use English fluently and grammar appropriately. While in Senel Elaldi's study entitled "Foreign Language Anxiety of Students Studying English Language and Literature: A sample from Turkey." his research finding showed that there were some differences between the man and female in foreign language anxiety. The result showed that male suffered higher foreign language anxiety than female. Specifically, it was higher in the test anxiety.<sup>30</sup>

Furthermore, the interview of this research revealed that there were some factors influencing student' speaking anxiety. Language learner consistently expressed the higher level of anxiety response into three general areas; activity-task, preparedness to take the speaking class, and the language problems or errors. This research closely related to Mustafa and Hasan' study in Department of basic English in north eastern Turkey investigated the students 'perspective through interview. It was found that linguistics difficulties, cognitive challenge, the role of teacher and lack of information were considered as the major factors of language anxiety.<sup>31</sup> In

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<sup>30</sup> Senel, K., Foreign language enxiety of students studying English language and literature: A sample from Turkey.

*Academic Journal; Education Research and Review*, Vol.11, No.6, 2016, P.22

<sup>31</sup> Mustafa, N & Hasan, S, Students' perception of language anxiety in speaking class, *Journal of History Culture*

line with the issue of anxiety, Thornburry states that insufficient vocabulary storage, improper grammatical, apprehensive of making mistake, less of idea are some factors leads to incompetence of mastering the language, especially speaking.<sup>32</sup> It caused a malignant sense of anxiety during taking the class.

At the same time, students might cope their anxiety by talking to their friends about the problem they had. The teachers should be wiser to make the students comfortable by avoiding of doing the threaten and activities in the teaching learning process. Working in the small group discussion with the interesting topics are good activities to build communication among the students and to practice the foreign language. Moreover, a relaxed atmosphere during the classroom activities should be recommended to reduce the students' speaking anxiety.

## CONCLUSION AND SUGGESTION

### *Conclusion*

From the previous research findings, the conclusion can be drawn in this chapter. Basically, high level of language anxiety is general problem in language learning. High expectation of students in studying English language bring them to gain good achievement. Therefore, it is important for the teacher to understand her/his role in the classroom in order to control the class. Before implementing some strategies to overcome foreign language speaking anxiety, fostering motivation, and increasing students' performance in language, the teacher should get some information about students' attitude, students background knowledge toward one's skill, and their enjoyment to involve in speaking activities.

Moreover, the major problems or factors in speaking activities; activity-task, preparedness to take the speaking class, and the language problems or errors should be overcome by the teachers to help the students gain their ultimate goal in speaking activities. In this case, the students at Al Muslim university (AL) have low agreement on their anxiety problems in EFL class. Meanwhile, IAIN Lhokseumawe students (IL) have higher agreement on their anxiety problems in EFL class.

### *Suggestion*

It is suggested that the teachers keep encouraging and motivating the students to increase their speaking ability. In addition, teacher should be more aware toward the students' progress in the class and try to reduce students' anxiety due to reluctant to speak in the class. For the next

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*and Art Research*, Vol. 2 No.2, 2013, p.157.

<sup>32</sup> Thornburry, S, *How to Teach Speaking*, London: Pearson Longman, 2005, p.3



researcher, it is expected to design the appropriate teaching material to anticipate the students' stress and anxiety in speaking class.

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