



**INVESTIGATING EFL STUDENTS' SPEAKING ANXIETY IN PUBLIC
SPEAKING ACTIVITY AT ENGLISH DEPARTMENT OF UNISMA**

SKRIPSI

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ABSTRACT

Cahyani, Pinka A. K. 2022. Investigating EFL Students' Speaking Anxiety in Public Speaking Activity at English Department of UNISMA. Skripsi, English Education Department Faculty of Teacher Training and Education Islamic University of Malang. Advisor I: Ika Hidayanti, S.Pd., M.Pd; Advisor II: Nuse Aliyah Rahmati, S.Pd., M.A.

Keyword: EFL Students, Anxiety, Public Speaking Activity

Anxiety is a condition of person experiencing fear and worry. The students become anxiety when they speaking English, especially in public speaking. For those, the EFL students has different level of speaking anxiety when speaking in public. This study aimed to investigate about level of EFL students speaking anxiety in public speaking activity at English Department of UNISMA and solution of speaking anxiety. This research used descriptive quantitative and qualitative method with purposive sampling techniques. The participants are the fourth-semester students who are joining public speaking class. The researcher used PSCAS questionnaire and interview as the instrument. Thus, the total participating in this questionnaire was 60 students and 5 students were selected to be purposively respondent to join the interview.

To analyze the data the researchers calculated the data used descriptive statistic through SPSS 20. To analyze the data from interview, the researcher transcribed the data and classified into four classifications, there are communication apprehension factor, fear of negative evaluation factor, test anxiety factor, and comfort in speaking English factor.

The first finding indicates that the fourth-semester students at English Department of UNISMA had moderate level speaking anxiety. It implies that the students "sometimes" feel anxious using English when they join public speaking class. The second findings from the interview, the EFL students have some solutions in speaking anxiety. Students' solutions are trying to practice their public speaking in real life and trying to connect with the listeners, preparing material with find out new vocabs by read English book, practicing and eliminate the grammatical that they use is correct and also, they need motivated when speak English from anyone in inside or outside in the classroom. Students' solution if they feel their body tense and rigid are the students trying to relax, take a deep breath slowly, and stretch their body a few minutes before starting. Student use their body gestures as well if their have trouble coordinating their movements.

Based on the finding of the study, the researcher has some suggestions for the teachers and future researcher. This research hopes that the teachers should know their students' condition in learning and know the level of their speaking anxiety and for the future researcher who are interested in the similar study, they need to have various or other speaking activities such as classroom presentation or role play activities, and they can find out the level of students speaking anxiety in class related to the topic.

CHAPTER I

INTRODUCTION

This chapter discusses about the background of the study, research problem, objectives of the study, significance of the study, scope and limitation of the study, and definition of key terms of the research.

1.1 Background of the Study

Students frequently experience language anxiety, which is a regular occurrence. Students generally struggle with learning languages. When teaching strategies are flawed, students often believe that English is challenging and become afraid to communicate in language in class. Generally speaking, anxiety can be characterized as a complicated idea that does not just depend on a person's level of self-efficacy, and assessment of potential and perceived threats some cases (Huda & Ma'mun, 2020).

As they begin their education and jobs, college students must develop the crucial talent of public speaking. However, people frequently shy away from public speaking because they are unable to control their fear when speaking in front of others. The objective of the present study was to investigate the link between physical flexibility, stress tolerance, and public speaking anxiety (Gallego, 2020).

In front of a sizable audience, public speaking is a type of communication that usually takes the shape of a speech or presentation. It aims to educate, persuade, or amuse the audience

According to Astuti (2011) as cited in Sugianti (2021), public speaking is a strategy for getting a message or concept across to an audience in order to improve their comprehension of the material or alter their perspective. Furthermore, according to Beebe (2013) referenced in Sugianti (2021), pointed that speaking in front of a group of people with a clear message is known as public speaking. The speaker will stand out and rise above typical people whose opinions, qualities, if they can master the skill of public speaking and appearances, society rarely considers and rearranges and features as potential, which merits their attention.

According to Peng (2014) as cited in (Liu, 2018), the anxiety that comes with learning a second or foreign language is said to be triggered by dread of speaking. While speaking English, some of them even experience mental blocks (as cited in Liu, 2006). Anxiety over learning a foreign language has long been studied. Researchers and academics discovered that worry has a crippling impact on the process of learning a second language, which can negatively impact performance over time and even prevent the growth of language proficiency.

One of the most nerve-wracking kinds of communication is public speaking, which is also one of people's most common fears (Dwyer & Davidson, 2012). On the other hand, McCroskey (1997) referenced in Kelsen (2019) claimed that communication-related anxiety it consists of elements that include 2 interrelated factors, namely characteristics possessed by a person (character or nature) and obstacles related to the influence of certain situations (circumstances).

State anxiety is situational anxiety, which happens in certain situations, such as when one is compelled to speak in class or in front of others, whereas trait anxiety is regarded to be largely stable and connected to one's personality. Furthermore, Bodie (2010) referenced in Gallego (2020) pointed that the nervousness a person feels before giving a speech or getting ready to speak in front of others is known as public speaking anxiety. According to Schneier, Heckelman, Garfinkel, Campeas, Fallon, Gitow and Liebowitz (1994) as cited in Gallego (2020), it has been suggested that public speaking anxiety is linked to both education and impairment (e.g., school dropouts). Ruscio, Brown, Chiu, Sareen, Stein and Kessler (2008) as cited in Gallego (2020) pointed that the most prevalent type of social phobia, also known as social anxiety disorder, is anxiety over public speaking.

Many researchers such as Horwitz and Cope (1986); Young (1992) have claimed that Foreign Language Anxiety (FLA) is one of the most psychologically debilitating phenomena that may negatively

affect EFL learners' language learning. Furthermore, Young (1991) noted that EFL learners may have to deal with unnecessary levels of anxiety when learning EFL, leading to tension and stress which reduces their self-confidence. According to Horwitz (2001) as cited in Alnahidh and Altalhab (2020), FLA may inhibit the language learning process and is considered one of the most significant issues in psychology and education.

Teachers are better able to support their pupils and provide a more conducive learning environment when they are able to identify the symptoms of worried kids. In addition, recognizing these manifestations will help the instructor differentiate between worried and weak students. To analyze the anxiety of students, it is necessary to define their characteristics and symptoms.

Anxiety with a foreign language has a debilitating component that badly impacts language learners. Students' speaking anxiety has been linked to communication apprehension, fear of negative evaluation from the teacher or peers, classroom anxiety, and test anxiety, according to research on language anxiety. The researchers have researched the speaking anxiety of EFL students participating in public speaking activities at UNISMA's English Department. This study's primary objective is to investigate the amount of speaking anxiety among EFL students in order to provide them an opportunity to express their repressed feelings on the negative emotions that

frequently arise in language classes, particularly while speaking in public. Then, it would be beneficial to provide them with valuable answers to alleviate their concern. This investigation seeks to address the following two research problems.

1.2 Research Problems

The research's historical context allows us to formulate the following problems:

1. What is the level of EFL student's speaking anxiety in public speaking class?
2. What are the solutions of speaking anxiety faced by English Department students in public speaking class?

1.3 Objectives of the Study

This study aims to:

1. To find out the level of EFL student's speaking anxiety in public speaking class.
2. To find out the solutions of speaking anxiety faced by English Department students in the public speaking class.

1.4 Significance of the Study

The existence of this study supposed to give the theoretical and practical contributions to related study, speaking anxiety. Theoretically, the result supposed to give insight the teachers to investigate level of speaking anxiety in public speaking activity of EFL students. Practically, the teacher can begin with preparing good learning strategies, good class speaking activities according to the level of anxiety faced by students.

1.5 Scope and Limitation of the Study

The scope of this study is to know the level of EFL student's speaking anxiety in public speaking class and the solutions of speaking anxiety by English Department Students in public speaking class. It was held virtually with the fourth semester students at UNISMA who are taking speaking course. However, due to limited number of the participant, only sixty participants of the questionnaire and five participants of the interview who were identified significantly.

1.6 Definition of Key Terms

In order to avoid misunderstanding and some perception of the key terms used in this research, the following definition are given:

EFL Students

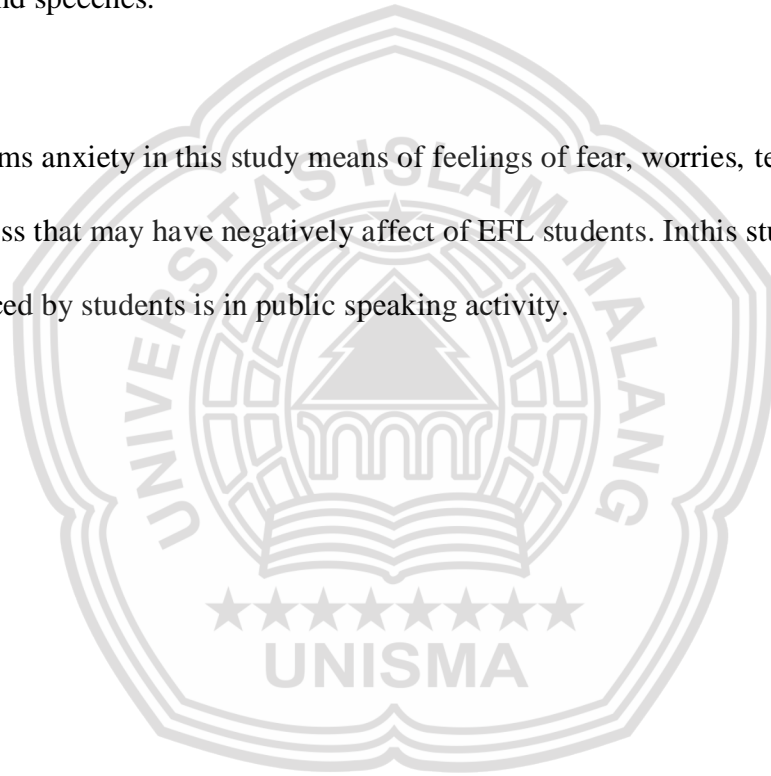
The term EFL students means students whose majority countries do not use English but still study English as a requirement or qualification to speak good English. In this study, the EFL students are they are fourth semester students who are taking speaking courses.

Public Speaking

The phrase "public speaking" refers to strategy to for getting message an audience to improve the comprehension of the material is that need both physicaland mental preparedness. Especially the topics for this public speaking are debates, class presentation and speeches.

Anxiety

The terms anxiety in this study means of feelings of fear, worries, tension and nervousness that may have negatively affect of EFL students. Inthis study, the anxiety faced by students is in public speaking activity.



CHAPTER V

CONCLUSION AND SUGGESTION

This chapter mainly presents the conclusion and suggestion of the study. The findings and discussion in the previous chapter is concluded at the first section. Continuing with suggestion provided for all university students and researcher who will be going to conduct research in the same field.

5.1 Conclusion

From the findings and discussion presented, this current study concluded that the overall level anxiety of the fourth-semester students English Department of UNISMA were at a moderate level with the mean 3.08 of public speaking anxiety. Based on the students' speaking anxiety in public speaking class, the students' solutions are trying to be confident, practice their English continuously with their friends in classroom, preparing material to finding out new vocabs by read English book, practicing and eliminate their grammatical that their use is correct and use their body gestures as well when they have trouble in their movements when speaking English, their have searching more research to speak English getting the internet or some other and practicing their English as routines.

The findings are supported by some previous studies that students have level of public speaking anxiety at a moderate level. Students' solutions of students speaking anxiety in language

classrooms that practice their speaking skill with other friend in their class, using internet sites to search more vocabs and practice reading English books. Students also need motivated when speaking English with anyone in inside or outside the classroom. The students' solution from this situation is they only need support and to be confident in order to minimize their speaking anxiety.

5.2 Suggestions

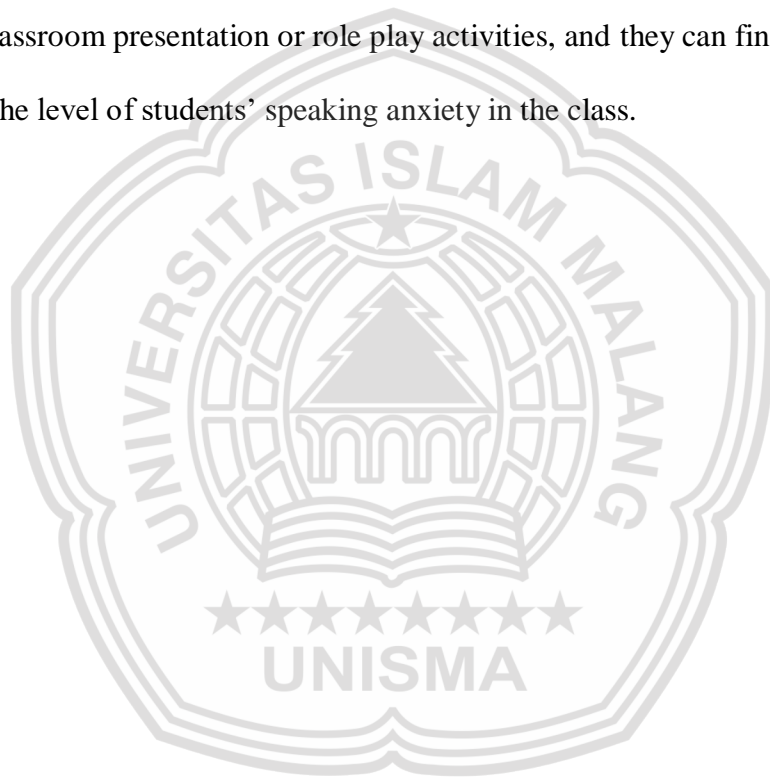
The researcher would like to give suggestions for EFL speaking teachers and future researcher. Hopefully, there would be more findings of knowing level of students speaking anxiety in other speaking activities and the solutions to deal with the problems.

1. For EFL Speaking Teachers

This research hopes that the teachers should know their students' condition in learning and know the level of their speaking anxiety. It is purposed to provide appropriate teaching strategies.

2. For Future Researcher

The researcher hopes that this research can be a reference for other researchers who have similar research and it could be supplementary to have more extended interview, questionnaire and references. For those who are interested in the similar study, future researchers need to have various or otherspeaking activities such as classroom presentation or role play activities, and they can find out the level of students' speaking anxiety in the class.





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