

THE SOURCES OF LANGUAGE ANXIETY IN PUBLIC SPEAKING AMONG DAYAKESE STUDENTS IN UNIVERSITY

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Abstract

This research was done to investigate the sources of language anxiety in public speaking and to find out the students' ways to reduce their anxiety among Dayakese students of semester 4 class A English Education Study Program in the University of Palangka Raya. open-ended questionnaire, observation, and interview as the main of the data. Twenty one of Dayakese students as participants. They filled out 9 items of questionnaire and interview was done with 6 items related ways to reduce their anxiety. The observation was done related to students behavior while speaking performance. The result from open-ended questionnaire show that most of the students suffered from anxiety in public speaking performance because of the aspects of self-related, lecturer-related, classmates-related, and the material-related. The result of interview show that students had their own ways to reduce their anxiety which are mental and physical. Mentally, they prepared and asked their classmates to help them speak well by giving comments and suggestions. Physically, they did relaxation and be confidence before doing speaking performance. The result of observation participants went blank and lost utterances during speaking performance. Besides that, lower voice, unclear pronunciation, unnecessary movements, and dry mouth were show students behavior during speaking performance.

Key words: language anxiety, public speaking, sources.

INTRODUCTION

Most of people around the world are not born as public speakers. They are trained to become one of them . While they put themselves in situations where they become the first of attention as they have to address in public, they experience emotions like nervous and anxious, leading to nausea and excessive sweating. Most of them try to spare conditions where they have to perform or speak in front op people, but sometimes it is unspareable. Meanwhile, to be a good speaker is not too easy such situations are endured by distress. According to Eva (2006:14) a good speaker is trustworthy, expressive, powerful, involved, and that being insecure, hesitant, and monotonous lead to the opposite impression. Such as people need to realize, that they are not the only ones who may be feeling these conditions. In fact, most speakers fee the same emotions.

Professional speakers are expected to consistently keep on improving their skills while comuunicatio. Sellnow and Verderber (2011:2) stated that when doing public speaking it is simply a form communication in a sustained formal presentation by a speaker to an audience. So to be an effective public speaker may help people to be more effective in other communication settings. As the result, a change in their confidence, speaking skill, intonation pattern and the rest can contribute in a positive change in their professionalism and personality. Tacheva (2013:605) asserted that "The verbal register, intonation, articulation, pronunciation, tone, rhythm, dialect define the character of the communicative impact as positive or negative depending on whether they facilitate or hinder the achievement of communicative purposes". To avoid these situations, speakers can overcome or

reduce them by practicing in small groups of peers, speak up in front of mirror as self-speaker and then try to moving on to larger audiences. The conditions when the people are fear or nervous of speaking in front of their peers group or familiar people can be reduced by practicing in front of unfamiliar publics. These situations may increase their confidence and help them reduce their anxiety level in speaking.

Anxiety can be stated as a perceive personality of psychological distress which occurs due to the expectation of a disconcerting and potentially threatening event. Although extensive research has focused on the concept of anxiety, it cannot be defined by purely objective or concrete means (Larson 2007, p.2). Davidoff (2007, P.356) defined anxiety as an emotion characterized by feelings of anticipated danger, tension, and distress and by sympathetic nervous system arousal. Anxiety is a state of uncomfortableness emotions where feeling fear or anxiety is perceived, and the victims has a unless feeling with the expression of tension in anticipation of anxiety. In the classification of anxiety, 'trait anxiety' refers to a rapid permanent behavior or feeling to be anxious and this is considered to be part of personality. However, speaking anxiety come for all of students the influence and factors comes for many ways such as feeling nervous, lost words, feeling judgements by others, cannot express some ideas in simple words cause anxious from lecture. For all speakers, feeling fear and anxiety can bring motive power or difficulties. On the one hand, certain anxiety could make learners produces the courage to meet the new task, and that is one of the important factors in language learning.

Public speaking anxiety is a type of shyness characterized by fear about communicating with people. Public speaking anxiety in foreign language learning derives from the personal knowledge that one will almost certainly have difficulty in speaking to others (Cubukcu, 2007). According to McCroskey (1978) speaking anxiety is an individual's level of fear associated with either

real or anticipated communication with other persons. According to Horwitz and Cope (1986, p.125-132) foreign language anxiety is caused by the apprehension of communicating with others in the second language context. They think interpersonal interactions are the major emphasis in the English class. Feeling fear and nervous has been shown as negative effects on learner achievement in interaction-oriented classrooms, such as the foreign language classroom Feigenbaum, (2007). Thus, communication can have a debilitating effect on language learners, Besides, speaking English must be practice to get a good pronunciation and vocabulary, especially to improve their speaking ability.

In a foreign language classroom, language learners' oral tasks include not only learning a second language but also performing the language. Language classroom is an example of a situation where perceived evaluation could be very high (Feigenbaum, 2007). In this type of setting, students feel that the teacher is judging them on every word they say, and teacher corrections may instigate this feeling of being judged Pica, (1987). Thus, the foreign language classroom may not only provoke speaking anxiety, but may also enhance communication apprehension.

Oral communication consists of two components: listening and speaking (Chan & Wu, 2004). Speaking is anxietyprovoking in foreign language. Young, (1986) found that most students are particularly anxious when they have to speak a foreign language in front of their class, Additionally Horwitz, Horwitz, & Cope (1986:125) give a general definition of anxiety to be "the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system". Public speaking anxiety is a problem for language learners. Foreign language learners usually have difficulty communicating with each others.

What causes anxiety in speaking performance is the central question of the study. Language anxiety may be a result as well as a

cause of insufficient command of the target language (Horwitz, 2001:118). It means that inappropriate instruction in teaching and learning process of the target language class can lead foreign language learners to the problems which are related to language anxiety. Language anxiety may be contexts due to extrinsic motivators as social experience (Scovel, 1991:16), such as different cultural and social habits environments, especially the environments where the foreign language learning is in process. The goal of another cultural communicate also represented the target language. There is a predisposition among some people to experience such anxiety because of their own concerns about ethnicity, foreignness, and the like (Horwitz & Young, 1991:112). Status of the speaker and the interlocutor are a sense of power relations between them, besides that gender could also takes contributed as important factors in causing language anxiety for students in foreign language learning.

In the speaking class, anxiety not only influences the student who feels it but also other members of the class such as the lecturers and classmates. For the lecturer, students anxiety impedes the learning process of speaking because some students do not want to speak at all while the lecturer gives him/her instruction to speak in English. For classmates, the existence of some anxious students will obstruct their progress because there will be less competitive atmosphere in the class. The conditions make it possible that anxiety can influence the development process of students' achievement in the speaking class.

Students' may actually reduce this problem by practicing in small groups of peers and then moving on to larger audiences. Many students who have anxiety are shy or afraid of speaking in front of their peers or familiar people and this may be overcome by practicing in front of unfamiliar audiences. This will be improving their confidence and help them reduce their speaking anxiety. The problems above has been contributed in achieving goals that could be both personal and

professional. As a speaker, students need to develop strong public speaking skills to enable them reduce anxiety and become more confident. Based on that information, the researcher wants to do a research to know and describe the sources of language anxiety in public speaking and find the way to reduce their anxiety based on students perceptions.

METHOD

In this research, the researcher uses descriptive qualitative research that focuses on language anxiety in public speaking among Dayakese students. Qualitative research is clearly of a variety of elements, genres, and styles that reinforce that there is not one but many possible methods to naturalistic inquiry. It is supported by Ary et. al (2010) who stated that qualitative research focuses on understanding social phenomena from perspective of the human participants in natural settings. Furthermore, qualitative data rest very centrally on the competence with which their analysis is carried out (Miles & Huberman, 1994). Emphasis of human instrument is also placed on the researcher, who has developed not just rigorous skills but also takes empathetic understanding and personal creativity in the investigation and documentation of social complex life.

The participants of this research were the Dayakese students 4 semester A Class of English Education Study Program in the University of Palangka Raya. The participants have passed two kinds of speaking level; those are Interpersonal and Transactional Speaking and Speaking for Discussion.

RESULT AND DISCUSSION

The result of the research of the sources of language anxiety in public speaking among Dayakese students has been collected around more than one month from May, 23 to July, 01 2019. There are three primary result of this

research which are open-ended questionnaire result, observation, and interview result.

Open-ended questionnaire result

The result of open ended questionnaire six types of sources anxiety were evident, they are: lack of vocabulary, fear of grammatical mistakes, feeling nervous and failure, fear of negative responses, feeling comparison with classmates, and fear of phonetically mistakes. See table below:

Table 1. Sources of Students Anxiety

No	Themes	Number Participants	Percentage
1	Lack of Vocabulary Knowledge	17	44 %
2	Fear of Grammatical Mistakes	15	21,5 %
3	Feeling nervous and failure	12	12,9%
4	Fear of negative responses	10	8,6 %
5	Feeling comparison with class-mates	7	8,6 %
6	Fear of phonetically mistake	5	4,4 %

As it is seen on table above, the result showed that among the possible sources of students' language anxiety in public speaking anxiety, the most significant sources of students' anxiety are lack of vocabulary knowledge and fear of grammatical mistakes. Many of students who stated their limited knowledge of vocabulary complained about not remembering the required words during public speaking performance. Apart from lack of vocabulary knowledge, the other sources for the causes of students language anxiety in public speaking class of oral performance anxiety is fear of grammatical mistakes. It is shown in Table 4.1 the results of open-ended questionnaire that the sources of language anxiety in public speaking is fear of grammatical mistakes which occupied the second place. Feeling of committing mistakes particularly in grammar was found to be one of the most significant sources of students anxiety. This fear is somehow related to the students' fear of being negatively evaluated.

The third sources students' language anxiety in public speaking based on their answer is feeling

nervous and failure. They stated in their answer that they felt nervous and could not not achieve or would fail during public speaking in the class because of their anxiety. Next, the sources of language anxiety Dayakese students in public speaking class is fear of negative responses from classmates. They were afraid of getting negative responses from the lecturer and other classmates while sharing something in public speaking class. This feeling made them anxious or feel judged to speaking in front of class. feeling compared to others also one source of their anxiety in public speaking also impact to the participant speaking. Students stated that they usually felt anxious when they were supposed to speak up in the class; in other words many attentions with inquisitive eyes on them spontaneously made their nature anxiety popped during speaking performance. In fact, the Dayakese students in speaking class stated that when their speaking performance is compare to other classmates made them anxious to speak.

The last sources of language anxiety in public speaking among Dayakese students is fear of phonetical mistakes. Participants clearly states afraid of mispronouncing the words while during public speaking in the class. As the result, speaking in the class without any practice and good abilities in pronunciation may be couple the sources to handle the situations.

Result of interview

The students had their own ways to reduce their speaking anxiety in public speaking among Dayakese students as shown in the result of interview. The data that followed obtained from a semistructured interview which were audiotaped and transcribed. The researcher has completed the research through semi-structured interview. The researcher analyzed and classified the data based on the students' ways to reduce in speaking anxiety. The findings reveal the students' strategy to reduce speaking anxiety that could be divided into two main points, they are students' strategy to reduce speaking anxiety related to mental effects and students' strategy to reduce speaking anxiety related to physical effects.

1) Students strategy to reduce speaking anxiety related to mental effects

The strategy of mental effects related to some techniques as follows:

a. Students strategy to reduce speaking anxiety with relaxation

Relaxation refers to a pleasant activity which makes someone become calm and less worried (Cambridge, 2003). In the present research, it refers to ways in which the students reduce their mental anxiety. Different students reported different ways to reduce speaking anxiety that could help them feel calmer and help them remember what they want to explore. Based on the students' responses, there are many ways of relaxation employed by the students:

- Take a deep breath
 - Ignoring people in the speaking situation
 - Expressing unworried feelings
- b. Students strategy to overcome speaking anxiety with positive thinking

Based on students reported during interview, positive thinking was another way to overcome speaking anxiety. Some students believed that in positive thinking they felt relaxed in speaking. Other students reported that strategy as follows:

- Believing in one's ability
 - Familiarizing oneself with the others
 - Giving oneself mental support
- 2) Students' strategy to reduce speaking anxiety related to physical effects

The strategy of physical effects related to some techniques as follows:

a. Students strategy to reduce speaking anxiety related to preparation

The first students' strategy to reduce speaking anxiety related to physical effects was preparation. This strategy could divided into two sections.

➤ Rehearsing and memorizing the prepared speaking scripts

A lot of students reported that rehearsing and memorizing the prepared speaking scripts of tasks resulted in their better pronunciation, more confidence, and better memory of what to present.

There are many ways of rehearsing and memorizing by the students.

- Studying hard to get a clear understanding
- Besides rehearsing and memorizing to prepared speaking scripts, some of them also reported study hard to get a clear understanding of what they want to present.

b. Asking to the others

Besides preparation strategy, a few students reported asking to the others was another way to reduce their speaking anxiety. It's come from their classmate, friends, and lecturer.

What has been presented above the students' strategy to reduce their anxiety while public speaking with low, moderate, and high of anxiety reported employing while interview reduce speaking anxiety themselves. The main purpose of this study is provide the students' perception to reduce their language anxiety in public speaking class Dayakese students. Based on the data obtained, this research gives light on the factors with the aim helping students to reduce their speaking anxiety.

Result of observation

The researcher carried out the observation in order to investigate students behavior during speaking performance. The researcher was conducted the observation on Monday, May 27th to June 10th 2019 class A in ENG 1 University of Palangka Raya. In the process of observation, the researcher asked to the participants to come in front of the class and speak up the material they have prepared which has given time ago by using their own words. Each participant was speak up about five to ten minutes. Table 2 below shows the detailed students behavior during speaking performance.

Table 2. Students behavior during speaking performance

Participant 1			
No	Indicator of Language Anxiety	Yes/No	Notes
1	Going Blank (making pauses)	Yes	Pausing
2	Using speech fillers (i.e. <i>umm., uh uhh., eh eh.</i>)	Yes	Hmm.. what makes me confidence is umm
3	Making grammar mistakes	Yes	
4	Making unnecessary movements	Yes	Fidgeting his/her upper body
5	Not making eyes contact	No	
6	Saying "I am getting nervous"	No	
7	Making excessive laugh	Yes	Hehe..I did not mean that
8	Speak too much fast and sweating	No	
9	Laughing to cover anxiousness	No	
10	Lowering the voice	No	

Language anxiety in public speaking can be indicated from students' behaviors. Based on the observation, the researcher found that all participants who took their turn to do speaking performance made some pauses in the middle or first words of the performance and used speech fillers during sharing their topics, such as *emm... umm.. ehh.. err..* etc. As it is said, speaking anxiety can also be seen from the use of speech fillers, such as "uh uhh", "hmm" (Occhipinti, 2009).

Participant 1 for example using fillers during speaking performance :

The participants admitted that they were blank and infact they could not deliver the utterances they had prepared as a result of their behavior cause of their nervousness. It was supported by Occhipinti (2009) who says that speaking anxiety can be observed from the speaker's behavior such as going blank, forgetting the utterances they have prepared, being unable to say what they knew, being afraid of making miscommunication, and avoiding speaking.

After investigating from the indicators of the participants behavior during speaking performance, speaking anxiety arisen in the encountered speaking performance. It meant that the presence of speaking anxiety existed among students especially Dayakese students. In conclusion there were three behavioral indicators of the language anxiety in public speaking performance they are speech fillers, pause, and forgetfulness of prepared utterances.

Language anxiety refers to the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system (Horwitz, Horwitz, & Cope, 1986). However, research find out the sources of language anxiety in public speaking in Indonesian students in particular Dayakese students is still limited. Based on students answer on the open-ended questionnaire, there are six sources that are related to the sources of language anxiety in public speaking class students 4 semester B Class among Dayakese students in the University of Palangka Raya at the research site:

(1) lack of vocabulary, (2) fear of grammatical mistakes, (3) feeling nervous and failure, (4) fear of negative responses, (5) feeling comparison with class-mates, and (5) fear of phonetically mistakes.

Yang (1991) identified six sources, including the anxiety of personal and intrapersonal relationships, teacher-students interaction, teacher's beliefs about language language learning, student's beliefs about language learning, classroom techniques, and testing. Firstly, foreign language lecturer should be aware of possible presence of language anxiety in their classes, otherwise some problems may block their teaching purposes and activities. If the students feel weird, it can be assumed that something bounds them to their inner world. For instance participants clearly indicate that they suffer from speaking anxiety mostly because of lack of vocabulary knowledge they state that they forger the necessary words because of their anxiety.

Forthermore, as saglamel (2009:145) states in his research, foreign language teachers "should sometimes take the lead and help students to create a less competitive atmosphere" for minimizing students self-comparison to other classmates. Moreover, pair or group work might let the students' feel more comfortable as it may help to establish a friendly environment and students may not feel distress because of the presences of their peers. In addition, some vocabulary and grammar obsessions may be replaced by reasonable communicative competence. Lecturer should also exhibit a positive stance during the lesson while correcting the errors. Ok and Ustaci (2013) who conducted a study on Turkish EFL learners. The findings of their study showed that the students preferred not to be corrected by their teachers when they made a mistake while speaking because they believed the corrections made by their teacher as the sources of their anxiety. As stated by the researcher above students making mistakes in grammar not only that the lecturer can correct but also classmates have contributed their anxiety while the students made mistakes.

While some participants states sources of their anxiety experience during speaking performance caused by classmates. These situations not only affect their learning process but can also be more serious negative responses because the nature of that confidence makes them even more nervous, especially if they are asked to speak. This situation is not only experienced by Dayakese students but also various others ethnicity groups. Even though speaking will help the students inform and share what they think about, they are panic when someone asks them to answer or respond a question (Harmer, 2006). The student who apprehensively shares some topics with others likes to keep silent even they actually knows the topics discussed. They are not sure with ability they have. According to Horwitz (1986), the fear of negative evaluation from others might contribute to language anxiety. In this study, participants were anxious to speak English because they were afraid of getting negative responses from other people such as classmates or lecturer.

Students reported in interview they ways to reduce their anxiety related to physical and mental effects. One of those is by taking a deep breath. The students reported that when they took a deep breath, they could calm down, had more confidence, went through their speaking tasks, felt more relaxed, had less tension, and could better remember whatever they had intended to speak. While physical effect has been direct ways they used to reduce their anxiety during speaking performance. A lot of students reported that rehearsing and memorizing the prepared speaking scripts of tasks resulted in their better pronunciation, more confidence, and better memory of what to present. They also reported making good preparation material also help them to handle situation when they were got nervous.

The potential of anxiety to interfere with learning and performance is one of the most accepted phenomena in psychology and education (Horwitz, 2000). The findings of the present research show that the Dayakese students reported

experiencing speaking anxiety at the high, moderate, and low degree. The primary role in reducing speaking anxiety is definitely associated with the students who organize, conduct the tasks and evaluate performance. Yet, their attitude have also been demonstrated to be the main sources of oral anxiety along with those of their classmates (Riasiti, 2011 and Subasi, 2010). The present research findings show that if the students have enough time to prepare their speaking they would be able reduce their speaking anxiety. This is consistent with Horwitz et al's (1986) findings which demonstrate that nearly fifty per cent of the research subjects reported being panicked when they had to speak without preparation in language class.

In addition the students 'perceived' speaking ability in different level also make different ways to reduce it. As previous studied found the students with lower 'perceived' speaking ability reported being more anxious about speaking than those with higher 'perceived' speaking ability. This is consistent with Kitano's (2001) findings revealing that students in Japanese courses felt more anxious in their FL classroom when they perceived their own speaking ability poorer than did their peers and native speakers. In fact, the researcher has found some students with 'high', 'moderate', and 'low' anxiety also show anxiety and the strategy they used. This also supported in Pribyl et al.'s (2001) study, the evidence indicated the negative relationship between public speaking anxiety or communication apprehension and English ability that was theorized to exist was not supported.

The last was observation aims investigated students behavior while speaking performance also this finding was supported the sources of students anxiety. As the result through observation, the researcher noted that the students tnded to lower their voice and made unclear pronunciation during their speaking performance. Moreover, some students sounded mumbling since their pronunciation and articulation were difficult to be understood.

Referring to this phenomenon, the researcher found that speaking anxiety happened during their speaking performance. It is in lone the statements from Rink (2002) that muscle was tensed so the speech organs that should be flexible for clear pronunciation worse than expected. From the observation, the participants tended to do unnecessary body movements such as moving their hands excessively, playing with their hair, swaying their body, or scratching their heads. Related to this findings, Horwitz et al. (1986) reveal that the inability in controlling stage fright can create unwanted shaos during the performance of speaking.

CONCLUSION

The aims of this research were to investigate the sources language anxiety in public speaking and also find ways the students to reduce their anxiety based on students perceptions. It has been indicated that foreign language anxiety hinders the process of language learning since it is a kind of psychological and mental disorder. As language learning is the main issue for the sources which anxious students attended, foreign language anxiety clearly impedes language learning. Mental and physical effects from students ways to reduce their anxiety had been attended by students self. They can cope their anxiety using practice their language from small group into large group. Besides that they also overcome their behavior during speaking without do things that unnecessary and also their acchievemnt will increase slowly and become more confidence.

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