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The Relationship Between Students' Speech Anxiety and Perception of Speaking Performance in the English Class

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Abstract	This study aims to explore and determine the level of anxiety between students and their speaking ability in English class. This research is field research with a quantitative approach with analysis using a Likert scale. The sample was carried out on 57 students (male and female) selected in the following way using convenience sampling. The students chose a 5-point Likert scale to answer the two questionnaires. The results showed that students' anxiety and perceptions of their speaking abilities in English class were negatively related. Thus, it can be said that students' performance in speaking English is negatively related to their anxiety.
Keywords	Anxiety, Speaking, Performance, Students

INTRODUCTION

Every student has experienced anxiety in speaking English in or outside the classroom. Badawi (2023) stated that language anxiety plays a substantial psychological role, profoundly affecting the journey of language learning and proficiency. Students who do not have good communication skills because of anxiety will suffer greatly compared to some students who have good communication skills without having anxiety.[1] According to Tridinanti (2018) "They may be reluctant to use the target language because they may be afraid of making a mistake" (p. 37).[2] Those who can overcome their fear of making mistakes will have more chances to get attractions in the classroom. On the other hand, highly anxious students tend to shy away from interactions with both, their teachers and friends. This avoidance results in a suppression of their emotions and opinions. At times, they abstain from responding to questions they are knowledgeable about, all contributing to their reluctance to engage with others.[3] According to the results about anxiety by

[1] Badawi, D. I. (2023). Speaking Unease: Investigating language anxiety among jordanian postgraduate students at yarmouk university. *International Journal of Literature And Languages, 3*(9), 5-10.

[2] Tridinanti, G. (2018). The Correlation between Speaking Anxiety, Self-Confidence, and Speaking Achievement of Undergraduate EFL Students of Private University in Palembang. *International Journal of Education & Literacy Studies, 6*(4), 35-39. doi:http://dx.doi.org/10.7575/aiac.ijels.v.6n.4p.35

[3] Teksan, K., Mutlu, H. H., & Cinpolat, E. (2019). The examination of the relationship between the speech anxiety and speaking. *Journal of Language and Linguistic Studies, 15*(4), 1395-1412. doi:https://doi.org/10.17263/jlls.668527

Raja (2017), the study's findings proved that students who are anxious about public speaking could succeed by following specific strategies to overcome their fears. Therefore, students have to be able to control it.[4]

Along with reading, writing, and listening, oral communication is an essential ability that children should learn when interacting with English. These skills are pivotal in everyday interactions and frequently shape an individual's initial impression, rooted in their capacity to convey thoughts fluently and distinctly.[5] When discussing speaking skills, we delve into the realm of effective communication. Communication holds a fundamental role in human existence, with people engaging in daily interactions using diverse communication tools. One of the commendable facets of human qualities is their communication skills. Achieving proficiency in communication requires a sound understanding of its principles. Communication is the intricate process of transmitting information and fostering mutual understanding between individuals, involving the exchange of thoughts, emotions, and information. "Communication is the process of transmitting information and common understanding from one person to another".[6] The ability to speak in class is very important for students because it is a symbol of communication. Saldaria et al. (2019), said that as a measure of a student's communicative competence, speaking abilities are vital to the language learning process. In addition, speaking skills in the classroom is one of the important things for students.

English is not the official language in Indonesia; rather, it is a foreign language in Indonesia. It was also mentioned by Adipramono (2011) "For Indonesian, English is known as first foreign language and not as second language" (p. 56).[7] In Indonesia, where English is classified as a foreign language, it requires English learners in the country to not only acquire proficiency in the language but also cultivate an appreciation for the accompanying culture (Putri 2013). Moreover, Indonesian people have various cultures such as their traditional language so it is difficult for them to speak English because their tongues are used to their respective languages. Moreover, there are several other aspects required in speaking skills including cultural and social issues.[8] Therefore, Indonesians need to learn more about English to master it.

The subjective sensation of tension, fear, nervousness, and worry that is connected to the autonomic nervous system's emotion is known as anxiety or anxiety is "fear, panic, and worry". There are 3 types of anxiety according to Liu and Huang (2011): The nature of anxiety, which means it explains personality; Expressing or showing anxiety, namely explaining the events or

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[4] Raja, F. (2017). Anxiety level in students of public speaking: Causes and remedies. *Journal of Education and Educational Development, 4*(1), 94-110. Retrieved from https://eric.ed.gov/?id=EJ1161521

[5] Liao, G. (2009). Improvement of Speaking Ability through Interrelated Skills. *English Language Teaching, 2*(3), 11-14. Retrieved from https://files.eric.ed.gov/fulltext/EJ1083071.pdf

[6] Lunenburg, F. C. (2010). Communication: The process, barriers, and improving effectiveness. *Schooling, 1*(1), 1-11. Retrieved from http://doctor-communication.vn.ua/wp-content/uploads/2018/08/Communication.-Improving-Effectiveness.pdf

[7] Adipramono, R. (2011). The possibility of English as a second language in Indonesia. *Journal of English and Education, 5*(2), 56-66. Retrieved from https://journal.uii.ac.id/JEE/article/view/5613/5037

[8] Wahyuningsih, S., & Afandi, M. (2020). Investigating English speaking problems: Implications for speaking curriculum development in Indonesia. *European Journal of Educational Research, 9*(3), 967-977. Retrieved from https://files.eric.ed.gov/fulltext/EJ1262409.pdf

worries experienced at a certain time; Situational anxiety refers to anxiety that is experienced according to normal conditions.[9]

Liu and Huang (2011) stated that many people assert that they are mentally resistant to learning a foreign language, even though these same people may be highly driven, competent learners in other contexts, and really like people who speak the language. So, what stands in the way of reaching their intended objective? They frequently have an anxiety response that makes it difficult for them to function well in a foreign language class. The subjective sensation of tension, uncertainty, nervousness, and worry brought on by an autonomic nervous system activation is known as anxiety. Similar to how some people's anxiety keeps them from performing well in math or scientific classes, learning a foreign language may be quite difficult for a lot of people, especially when it happens in a classroom.[10]

Anxiety is classified as a specific anxiety reaction if it is restricted to the language learning environment. To distinguish between people who experience anxiety in a variety of situations regularly and those who experience anxiety exclusively in particular situations, psychologists use the term "specific anxiety reaction.". According to Dewaele et.al (2018), it has been found that FLCA has a fatal impact on second language acquisition. These results have been confirmed by different types of language learners in different countries around the world.[11] Horwitz points out that anxiety is a multifaceted concept and explains that learners with FLCA are 'characterized by feelings of anxiety when participating in the learning and/or use of language', taking more than twenty years to undertake this research. Researchers and theorists of second languages have long recognized that anxiety is frequently linked to language acquisition and the consensus among educators and students is that anxiety is a significant barrier to learning a foreign language and several contemporary methods of teaching foreign languages, like suggestopedia and community language learning, are specifically designed to lower learner anxiety, neither the precise definition of foreign language anxiety nor its effects on foreign language learning have been sufficiently covered by second language research.

Those involved in language learning and teaching should therefore be able to recognize the signs and effects of anxiety related to learning a foreign language. Since Horwitz et al., (1986) created the foreign language classroom theory, therefore foreign language classroom anxiety has been thoroughly studied among situation-specific anxieties.[12] Because students have to struggle with a foreign language and culture, they think that foreign language anxiety is responsible for their negative reactions to language learning. They defined three aspects: exam anxiety, fear of bad grades, and communication anxiety in foreign language classes. Therefore, Horwitz et al., (1986) created the 33-item Foreign Language Classroom Anxiety Scale (FLCAS) to evaluate anxiety.

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[9] Huwari, I. F. (2019). Problems faced by Jordanian undergraduate students in speaking English. *International Journal of Innovation, Creativity and Change, 8*(9), 203-217. Retrieved from ijicc.net/images/vol8iss9/8915_Huwari_2019_E_R.pdf

[10] Liu, M., & Huang, W. (2011). An exploration of foreign language anxiety and English learning motivation. *Education Research International, 2011*, 1-8. doi:doi:10.1155/2011/493167

[11] Dewaele, J.-M., Witney, J., & Dewaele, L. (2018). Foreign language enjoyment and anxiety: The effect of teacher and learner variables. *Language teaching research, 22*(6), 676-697. doi:doi:10.1177/1362168817692161

[12] Horwitz, E. K., Horwitz, M. B., & ope, J. (1986). Foreign language classroom anxiety. *The Modern Language Journal, 70*(2), 125-132. doi:https://doi.org/10.2307/327317

According to Horwitz et al. (1986), scholars have studied the anxious components of learning a foreign language for many years. Researchers have recently attempted to measure the influence of anxiety on foreign language acquisition, the effects of these initiatives have been inconsistent and these researchers used a variety of evaluation methodologies, they all involved comparing students' self-reports of anxiety to their language competency scores and the cognitive repercussions of anxiety arousal can be used to explain the effects of language anxiety.[13] Khan (2010) stated that anxiety in any situation leads to negative self-related cognition in the individual and ideas of failing when these ideas are present, take up mental energy that could be used for the current task because there are fewer resources available, there may be more negative cognitions that require more resources, failure, and other issues that can complicate cognitive processing, some examples are self-deprecation ("I'm not good at this"), avoidance ("I wish this would end"), and ending in the pessimistic "I'll never get through this.". Due to the relatively high cognitive demands of language learning, language anxiety can be a serious issue for language learners.

According to Robinson et al. (2013), anxiety is the reaction to a projected, unpredictable event risk. These results point to an important change in which anxiety-related states dynamically adjust the sensory-perceptual system to increase sensitivity to sensory variations. However, the effects of these initiatives have been inconsistent.[14] Recent research has investigated into specific impacts of anxiety on language learning efficiency, suggesting increased interest in this topic. Kleinmann's research found that ESL students with high levels of anxiety approach various types of language context training than their less nervous classmates. Similarly, Steinberg and Horwitz (1986) discovered that students who were anxious tended to take a less interpretation and more concrete approach to communicating their message than those who were comfortable. These studies show that students' communication methods, particularly in language classes, can be significantly affected by anxiety. Notably, nervous students are unable to make an effort while obtaining to express advanced or personal ideas in the target language.

Furthermore, Indonesians do not use the English language as their primary means of communication, and most of them only learn it during their time in school. In Indonesian schools, English is a mandatory subject that students must study to complete their education. This poses a challenge for Indonesians, especially students when it comes to learning English, which is not their native language. According to Huwari (2019), their research on Omani and Jordanian students revealed poor verbal skills, restricted speaking practice time, a deficiency in vocabulary, and a tendency for students to speak in their native tongue in the classroom. They experience anxiety when speaking in English in class.[15] Most of the students lacked courage since they thought their

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[13] Teksan, K., Mutlu, H. H., & Cinpolat, E. (2019). The examination of the relationship between the speech anxiety and speaking. *Journal of Language and Linguistic Studies, 15*(4), 1395-1412. doi:https://doi.org/10.17263/jlls.668527

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[15] Huwari, I. F. (2019). Problems faced by Jordanian undergraduate students in speaking English. *International Journal of Innovation, Creativity and Change, 8*(9), 203-217. Retrieved from ijicc.net/images/vol8iss9/8915_Huwari_2019_E_R.pdf

English was awful and they knew that other people could not understand them.[16] They fear making mistakes, as they might be laughed at by their classmates or scolded by their teachers. Rumiyati and Seftika (2018), one of the variables is anxiety, which may show up in reaction to a situation or incident that might be considered to be a key character.[17] Also, when the researcher observed grades 10 C, 12 Science 2, 12 Social, and 11 C in SMA Unklab Airmadidi to fulfill one of the requirements of the Field Work I class, the researcher found out that there were some problems related to their anxiety in speaking English, such as they were afraid of being judged by their friends, they felt pressure to perform well in English speaking activities, which increased their anxiety levels and made it more difficult for them to speak fluently, etc. In conclusion, those are the problems that the students face.

The purpose of this research was to find out the level of students' anxiety and the level of students' perception of speaking performance in the English classroom. Moreover, this research proved that there is a relationship between students' speech anxiety and perception of speaking performance.

METHOD

This research is a quantitative study. The researcher used correlation design and descriptive in this study. In the most fundamental sense, quantitative research methods have to do with gathering and evaluating organized data that may be represented quantitatively (Goertzen 2017). To gather numerical data used to address predetermined questions or test hypotheses, objective measurements are employed in quantitative research. The purpose of this research was to investigate how students' anxiety correlates with their perception of speaking performance in English classes. Moreover, this study aimed to find out the level of variable X and variable Y. Thus, the descriptive statistic was used to find out the level of both variables. The correlational design was used to determine the relationship between student anxiety and perception of speaking performance. According to Bhandari (2021), a correlational research strategy focuses on correlations between variables without enabling the researcher to control or modify any of them (p. 1).[18] Additionally, it searched to establish whether there is a significant correlation between students' anxiety and speaking abilities.

This research involved students from grade 10 parallel B and C SMA Unklab Airmadidi. There were 29 students from grade 10 parallel B and 28 students from grade 10 parallel C at the time. The research was carried out in March 2024 the second semester of the 2023/2024 academic year.

The researcher used two questionnaires to collect the data as an instrument for this study. The first questionnaire from Horwitz, Horwitz, and Cope (1986) was used and cited in Nilsson

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[16] Jannah, M., & Fitriati, S. W. (2016). Psychological problems faced by the year - eleven students of Ma Nuhad Demak in speaking English. *English Education Journal*, *6*(1), 65-78. Retrieved from https://journal.unnes.ac.id/sju/index.php/eej/article/view/12797/6937

[17] Rumiyati, & Seftika. (2018). Anxiety of speaking English in English foreign lenuage (EFL) Class. *1*(1), 46-61. Retrieved from https://ojs.stkippgri-lubuklinggau.ac.id/index.php/JEELL/article/view/37/64

[18] Bhandari, P. (2021). *Correlational research-when and how to use.* Retrieved from https://www.scribbr.com/methodology/correlational-research/

(2019).[19] To collect the data to find out the students' anxiety, the questionnaire contains 33 items and it was divided into three parts. The first part is communication apprehension, the second is fear of negative evaluation and the last part is test of anxiety. The respondents only chose one answer for every item because the result would be collected on the questionnaire that has been filled out. The questionnaire used a Likert scale with the following categories and grades: strongly agree (SA), agree (A), neither agree nor disagree (NAD), disagree (D), and strongly disagree (SD).

In this FLCAS (Foreign Language Classroom Anxiety Scale), there are three types:

Table 3.1

Types of Language Anxiety

TYPES OF ANXIETY	ITEMS
Communication Apprehension	1, 9, 12, 14, 16, 18, 24, 26, 27, 29, 32
Fear of Negative Evaluation	3, 7, 11, 13, 15, 17, 20, 23, 25, 30, 31, 33
Test of Anxiety	2, 4, 5, 6, 8, 10, 19, 21, 22, 28

The second questionnaire from Asakereh and Dehghannezhad (2015), was used to collect the data to find out students' perception of speaking performance, the questionnaire contains 28 items. The respondents only chose one answer for every item because the result would be collected on the questionnaire that has been filled out. The speaking skills self-efficacy beliefs questionnaire was adapted from Rahimi and Abedini. The questionnaire used a Likert scale with the following categories and grades: strongly agree (SA), agree (A), neither agree nor disagree (NAD), disagree (D), and strongly disagree (SD).

RESULTS AND DISCUSSION

To explore the level of students' anxiety in English class, the researcher used descriptive analysis. The mean score of students' anxiety in the English class was 3.48 which means moderate. The standard deviation of the result was 0.4. In conclusion, the result of the level of students' anxiety in the English class in SMA Unklab Airmadidi grades 10B and 10C was categorized as high level. It suggested that the students had high anxiety in English class.
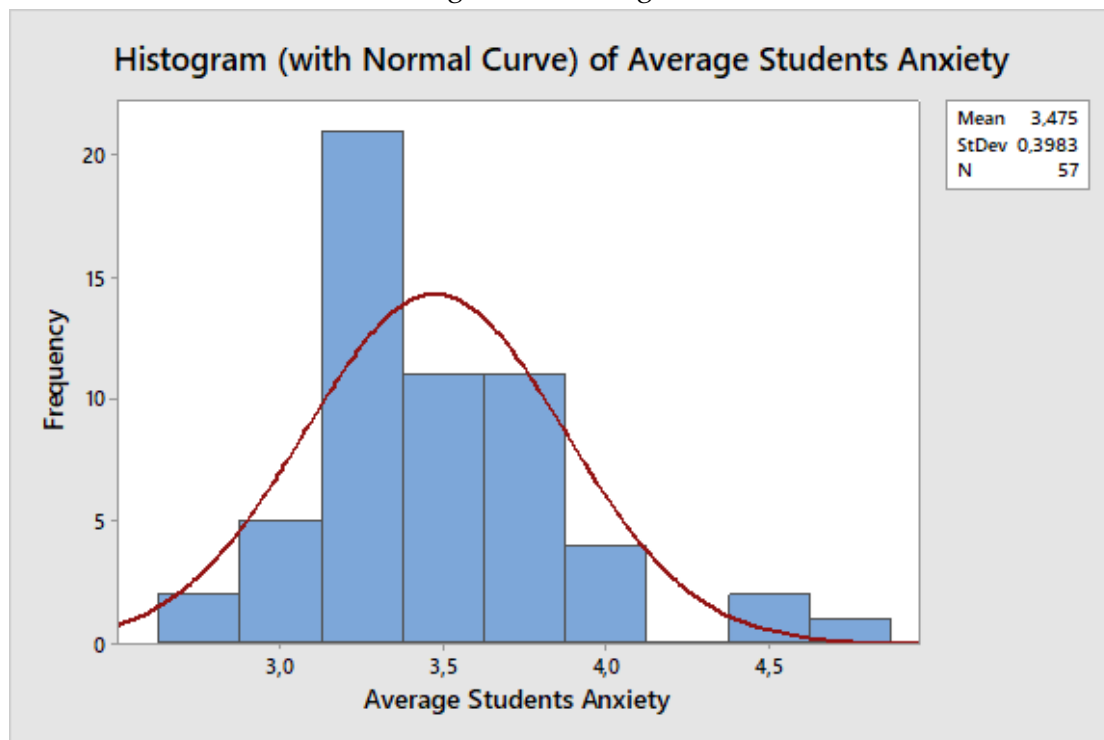
Table 4.1

Variable	N	N*	Mean	SE Mean	StDev	Minimum	Q1	Median	Q3
Average Students Anxiety	57	0	3,4753	0,0528	0,3983	2,7273	3,1818	3,4091	3,6818

Variable	Maximum

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[19] Horwitz, E. K., Horwitz, M. B., & Cope, J. (1986). Foreign language classroom anxiety. *The Modern Language Journal, 70*(2), 125-132. doi:https://doi.org/10.2307/327317

Average	4,7273
Students	
Anxiety	

Figure 4.1. Histogram

Histogram (with Normal Curve) of Average Students Anxiety

Mean 3,475
StDev 0,3983
N 57

There was a similar research result from Susanto et al. (2017).[20] The result was the level of the student's anxiety at the English Department of the Muhammadiyah University of Ponorogo was high. It was because the students experienced anxiety, nervousness, self-doubt, and a lack of confidence when they attempted to communicate in English with friends, a partner, or the class. Moreover, a study from Rofida (2021) concludes that there was a high level of 12th-grade students' anxiety in one of the senior high schools in Gresik due to the students mostly experiencing communication apprehension and fear of negative evaluation.[21] On the other hand, there was a study from Tridinanti (2018) found that the level of student anxiety among Undergraduate EFL Students at a Private University in Palembang was low. It meant that they had strong confidence.

The researcher used descriptive analysis to find out the level of students' perception of speaking performance in the English class. The mean score of students' perception of speaking performance in the English class was 3.02 categorized as not good or bad. Meanwhile, the result's standard deviation was 0.46. Therefore, the level of students' perception of speaking performance in SMA Unklab Airmadidi grades 10B and 10C was at not good nor bad. It indicated that the student's perception of speaking performance in the English class was not good nor bad.

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[20] Susanto, H., Palupi, R. E., & Mustikawati, D. A. (2017). The correlation between student anxiety and student speaking skills at English Department students of the Muhammadiyah University of Ponorogo. *Edupedia, 1*(1), 67-78. doi:https://doi.org/10.24269/ed.v1i1.171

[21] Tridinanti, G. (2018). The Correlation between Speaking Anxiety, Self-Confidence, and Speaking Achievement of Undergraduate EFL Students of Private University in Palembang. *International Journal of Education & Literacy Studies, 6*(4), 35-39. doi:http://dx.doi.org/10.7575/aiac.ijels.v.6n.4p.35

Table 4.2

Variable	N	N*	Mean	SE Mean	StDev	Minimum	Q1	Median	Q3
Average Students' Anxiety	57	0	3,0205	0,0605	0,4566	2,0417	2,7500	3,0000	3,2708

Variable	Maximum
Average Student Perception	4,1667

Figure 4.2
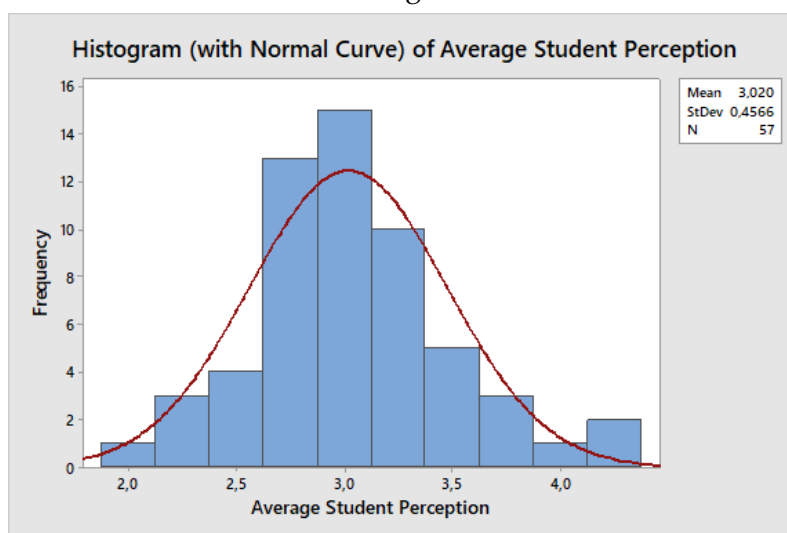
The result of a study by Kamrida et al., (2015) is similar to the result of this study.[22] The result showed that the level of variable Y was high due to the subject of the research being the participants of International English Training (IET) of Cambridge English College (CEC) Pare-Kediri East Java, Indonesia. It meant that they had a strong level of perception of speaking performance.

To determine whether to accept or reject the alternative hypothesis, including whether there was a significant relationship between students' anxiety and perception of speaking performance in the English class. The results revealed that p = 0.103 and r = -0.218. It can be assumed that the Pearson Correlation value of -0.218 indicates a negative correlation between students' anxiety and perception of speaking performance in the English class, which is not significant because the p-value is more than alpha (0.05). As a result, stated, "There is a relationship between students' speech anxiety and perception of speaking performance in the English class".

Relationship: Students' Anxiety (X); Students' Perception of Speaking Ability

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[22] Kamridah, Yassi, A. H., Arafah, B., & Imran, N. (2015). Correlation between level of anxiety and public speaking performance through systematic learning approach in foreign language. *International Journal of Science and Research, 9*(5), 1658-1663. doi:10.21275/ART20161991

| Pearson correlation | -0,218 |
| P-value | 0,103 |

CONCLUSION

The results of the study showed that grade 10B students at Unklab Airmadidi had a not good nor bad perception of their English-speaking performance, with a mean score is 3.02. On the mean score, their speaking anxiety score is 3.48, which indicates a moderate level of anxiety. According to the researcher's findings, the students' anxiety in speaking English was classified as moderate level, in the grade 10B and 10C SMA Unklab Airmadidi. Meanwhile, their perception of their speaking performance in the English class was 3.02, which was classified as not good nor bad, and their degree of speaking anxiety was 3.48, which was classified as moderate level, in the grade 10B and 10C Unklab Airmadidi English class. It is evident that the majority of students at SMA Unklab Airmadidi were anxious when speaking in English, and they also felt that they performed poorly when speaking in class. Additionally, the results demonstrated a significant association ($r = -0.218$ and p-value= $0.103>0.05$) between students' anxiety and their perception of speaking performance in the English class; that is, the p-value was higher than the standard significance level of $\alpha=0.05$. It meant that there was a negative correlation between students' anxiety and perception of speaking performance in the English class. In conclusion, the students need to practice their speaking performance using English to gain their confidence which will reduce their anxiety.

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