MEASURING LANGUAGE ANXIETY OF EFL STUDENTS IN PUBLIC SPEAKING

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ABSTRACT
Research on speaking anxiety has often been the focus of research in language learning to date. This research topic is important to provide information about the level of anxiety they experience when speaking English and to what extent it impacts the quality of students' speaking. Therefore, implementing research is important for developing strategies for learning English according to the habits and challenges they experience. This study examines students' anxiety levels, especially during public speaking. Data was collected using the Public Speaking Class Anxiety Scale (PSCAS) questionnaire and then analyzed separately based on anxiety, communication apprehension, comfort in speaking English, and fear of negative evaluation. The results showed that 50% of students were at the medium level, 35% at the high level, and 15% at the low anxiety level. Anxiety arises from internal factors such as a tense and stiff body, a heart beating faster, and the inability to control body movements. External factors such as fear of being laughed at and getting a negative response from the public also cause anxiety. This study also found that the main causes of anxiety are lack of grammar knowledge, lack of vocabulary mastery, and failure to construct good sentences.

Keywords: Public Speaking, Anxiety level, EFL Students

INTRODUCTION
Since taught as a foreign language in Indonesia, English has its challenges to be prepared. Several problems related to the method used and, of course, also influenced by the quality of students' understanding. This condition has been going on for quite a long time. Teachers complain about students’ early experience and prior knowledge, such as vocabulary, grammar, and self-confidence. At the same time, students complained about how the teacher taught in the classroom regarding pedagogy, mastery of the material, and the use of Instructional media.

The obstacles mentioned above also often occur when teaching speaking. As a productive skill, speaking requires more effort. Not just mastery of sufficient vocabulary and good grammar but also requires high self-confidence. Speaking ability has always been a measure of English proficiency. Therefore, EFL learners make this skill a top priority to be mastered to prove the progress of their English learning. The speaking skill is related to how they make a small conversation and
deliver public speaking. This hope encourages students to start learning to speak despite obstacles in the learning process.

One of the problems that students often face in learning to speak, especially public speaking, is how they overcome anxiety when speaking in public. Stress has long been challenging for students learning a foreign language, especially for those who are at the beginning of college. (Kelsen, 2019; Rahman, 2017a). Public speaking is the art of speaking in front of the public. At the same time, public speaking anxiety is a kind of social disorder and may also be an individual experience in delivering a speech in front of others (Gallego et al., 2022). Any student learning a foreign language will likely experience anxiety (Dwyer & Davidson, 2012; Sawyer & Behnke, 1999); various treatments and exercises can overcome this within a certain period. In addition, an external role is also needed to provide support and motivation to increase self-confidence to change their perspective on public speaking (Plandano et al., n.d.).

An anonymous survey conducted by (Abdeldaiem et al., 2020) on Egyptian students showed that out of 400 students, 78.8% experienced anxiety in public speaking, and 26% experienced extreme stress, such as the phobia of public speaking. Other results from the study indicate that female students experience more dominant anxiety attacks than male students. However, most students think that English is very much needed in the world of work. So, a strategic step is required to solve this anxiety problem, maybe with better training, practice, and self-preparation (Plandano et al., n.d.).

(Horwitz, 1986) formulated a questionnaire to measure anxiety levels using the foreign language classroom anxiety scale (FLCAS). He categorized the types of anxiety that usually appear when learning English in class in the form of communication apprehension, test anxiety, and fear of negative evaluation. Next, (Rahman, 2017a) conducted research by selecting five students with good speaking learning outcomes and seeing what type of anxiety they felt and how they overcame it. The results show that communication apprehension and fear of negative evaluation become significant anxiety. According to (Daly, 1997) Public speaking anxiety can cause symptoms in many forms. Some students will have bodily sensations, irrational thinking (e.g., “I am concerned I will appear incompetent”), altered emotions, and avoidant behavior.

METHOD
This research was conducted to see students’ anxiety levels in public speaking. In this regard, the quantitative descriptive is the right method to analyze the numerical data from the distributed questionnaire and describe the data. In qualitative research, data is collected using instruments to measure research variables. An instrument is a tool for numerically measuring, observing and documenting data. This instrument was developed or compiled from questions that were made before the data collection process was carried out (Cresswell, 2012). The data collected through the instrument will then be interpreted using a descriptive method. Twenty students were involved as participants from semester 5, majoring in English education, the Faculty of Teacher Training and Education at UIM. The questionnaire used in this study refers to the Public Speaking Class
Anxiety Scale (PSCAS) introduced by (Yaikhong & Usaha, 2012a). This questionnaire was developed based on a critical assessment of anxiety when learning a foreign language. The items used are the result of adoption, then adapted using several word changes, then validated with an internal consistency of 0.84. This questionnaire was tested on 76 participants. It shows that the composition of speaking is quite dominant, so it is possible to help show the level of EFL anxiety when speaking in public.

**FINDINGS AND DISCUSSION**

As previously mentioned, the main instrument used in this research was PSCAS adopted (Yaikhong & Usaha, 2012b). The questionnaire focuses on how to measure public speaking anxiety, and it is constructed with some components: (a) Anxiety factors; (b) Communication apprehension factors; (c) Comfort in Speaking English factors and (d) Fear of negative evaluation factor (Sugiyati & Indriani, 2021). In this part, researchers explore the findings based on those factors to make them easy to read and understandable.

**Anxiety Factor**

<table>
<thead>
<tr>
<th>Items</th>
<th>SD (0%)</th>
<th>D (15%)</th>
<th>N (35%)</th>
<th>A (35%)</th>
<th>SA (15%)</th>
<th>A+SA (50%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>I never feel quite sure of myself while I am speaking English.</td>
<td>0</td>
<td>3</td>
<td>7</td>
<td>7</td>
<td>3</td>
<td>10</td>
</tr>
<tr>
<td>I get nervous when the English teacher asks me to speak English which I have prepared in advance.</td>
<td>1 (5%)</td>
<td>2 (10%)</td>
<td>5 (25%)</td>
<td>7 (35%)</td>
<td>5 (25%)</td>
<td>12 (60%)</td>
</tr>
<tr>
<td>Even if I am very well prepared, I feel anxious about speaking English.</td>
<td>1 (5%)</td>
<td>3 (15%)</td>
<td>7 (35%)</td>
<td>6 (30%)</td>
<td>3 (15%)</td>
<td>9 (45%)</td>
</tr>
</tbody>
</table>

Table 1 above shows students' responses to the anxiety they feel when speaking publicly. Referring to the achievement of the average value of agree and strongly agree with responses of 10.3 or more than 50%, it is clear that they still predominantly feel anxiety when speaking in public. The answer to the first question reveals that they always feel unsure of their speaking abilities. The responses from the second and third questions show that students tend to feel quite high anxiety even though they have prepared well before speaking in public. The data shows that the positive confirmation of the two questions shows a cumulative 70% rate. Research conducted by (Suryadi, 2021) stated these factors caused anxiety, including lack of task familiarity, fear of making mistakes, low motivation, unintelligible input, lack of confidence, and low proficiency in English. Furthermore, research shows that lack of mastery of grammar and lack of vocabulary, and weak oral skills are responsible for the emergence of anxiety when speaking (Bhattarachaiyakorn & Phettakua, 2023).
Communication Apprehension factor

Table 2. Result of Communication Apprehension (CA)

<table>
<thead>
<tr>
<th>Items</th>
<th>SD</th>
<th>D</th>
<th>N</th>
<th>A</th>
<th>SA</th>
<th>A+SA</th>
</tr>
</thead>
<tbody>
<tr>
<td>I start to panic when I have to speak English without preparation in advance.</td>
<td>0</td>
<td>2</td>
<td>2</td>
<td>6</td>
<td>10</td>
<td>16</td>
</tr>
<tr>
<td>In a speaking class, I can get so nervous I forget things I know.</td>
<td>0</td>
<td>1</td>
<td>3</td>
<td>11</td>
<td>5</td>
<td>16</td>
</tr>
<tr>
<td>I get nervous and confused when I am speaking English.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>8</td>
<td>6</td>
<td>14</td>
</tr>
<tr>
<td>I dislike using my voice and body expressively while I am speaking English.</td>
<td>1</td>
<td>9</td>
<td>5</td>
<td>3</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td><strong>Average A+SA</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td><strong>12.75</strong></td>
</tr>
</tbody>
</table>

The table above provides a complete description of their fear when communicating. Communication in this context is in the form of public speaking in front of many people. The average score that confirms their fear when communicating is 12.75 out of a total of 20 students. This means that most of the students still feel fear in communicating. The biggest value is distributed in the first and second questions, reaching 80%. It can be seen that this fear will increase when they do not have sufficient preparation for speaking in public. CA can be caused by public speaking instruction (Al-Tamimi, 2014). The third question shows how students feel nervous and confused when speaking publicly. This was confirmed by 70% of the total respondents, so it became a factor that greatly impacted public speaking skills. Nervousness and confusion in speaking can be caused by low vocabulary mastery, difficulty pronouncing words, not being able to arrange words according to grammar, and fear of making mistakes in speaking (Handini et al., 2021). The last point from CA is that they tend to like and be more expressive when speaking. This is evidenced by the response, namely 50% of the respondents confirmed this.

Comfort in speaking English factor

Table 3. Result of Comfort in Speaking English

<table>
<thead>
<tr>
<th>Items</th>
<th>SD</th>
<th>D</th>
<th>N</th>
<th>A</th>
<th>SA</th>
<th>A+SA</th>
</tr>
</thead>
<tbody>
<tr>
<td>I face the prospect of speaking English with confidence.</td>
<td>1</td>
<td>1</td>
<td>5</td>
<td>8</td>
<td>5</td>
<td>13</td>
</tr>
<tr>
<td>I have no fear of speaking English.</td>
<td>2</td>
<td>6</td>
<td>6</td>
<td>4</td>
<td>2</td>
<td>6</td>
</tr>
<tr>
<td>I feel confident while I am speaking English.</td>
<td>3</td>
<td>7</td>
<td>8</td>
<td>1</td>
<td>0</td>
<td>5</td>
</tr>
<tr>
<td>I feel relaxed while I am speaking English.</td>
<td>0</td>
<td>6</td>
<td>10</td>
<td>3</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td><strong>Average A+SA</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td><strong>7</strong></td>
</tr>
</tbody>
</table>

Some of the questions in this section have reverse points with affirmative questions. So that the data presented in table 3 above are mostly in a neutral position. The first point conveyed was about student confidence in speaking. The results show that about 10% disagree with this, and 65% agree with this.
Confidence in speaking can be increased by utilizing technology-based support facilities such as Vlogs and Voice Messaging (Abdullah & Yamat, 2022; Cherrez, 2022; Sari, 2018). Similar questions also arise in the third point related to self-confidence when speaking. There is a difference in percentage where 20% disagree, and 25% agree to experience this. The second question regarding fear of speaking has been discussed in the previous section. Only in this section is the question reversed in a positive form. 48% of students disagree with this statement and still feel less confident when speaking. Research conducted by (Nadiah et al., 2019) shows that negative mindset, lack of motivation, lack of practice, lack of vocabulary, and insufficient preparation influence self-confidence.

**Fear of negative evaluation factor**

Table 4. Result of fear of negative evaluation

<table>
<thead>
<tr>
<th>Items</th>
<th>SD</th>
<th>D</th>
<th>N</th>
<th>A</th>
<th>SA</th>
<th>A+SA</th>
</tr>
</thead>
<tbody>
<tr>
<td>I can feel my heart pounding when I am going to be called on</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>8</td>
<td>9</td>
<td>17</td>
</tr>
<tr>
<td>I feel anxious while I am waiting to speak English</td>
<td>1</td>
<td>1</td>
<td>5</td>
<td>8</td>
<td>5</td>
<td>13</td>
</tr>
<tr>
<td>I am afraid that other students will laugh at me while I am speaking English.</td>
<td>2</td>
<td>3</td>
<td>2</td>
<td>8</td>
<td>5</td>
<td>13</td>
</tr>
<tr>
<td>It embarrasses me to volunteer to go out first to speak English</td>
<td>1</td>
<td>3</td>
<td>4</td>
<td>8</td>
<td>4</td>
<td>12</td>
</tr>
<tr>
<td>Certain parts of my body feel very tense and rigid while I am speaking English.</td>
<td>1</td>
<td>1</td>
<td>7</td>
<td>8</td>
<td>3</td>
<td>11</td>
</tr>
<tr>
<td>I have trouble coordinating my movements while I am speaking English.</td>
<td>1</td>
<td>4</td>
<td>7</td>
<td>5</td>
<td>3</td>
<td>8</td>
</tr>
<tr>
<td>Average A+SA</td>
<td>12.33</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The last part of the data collection measured students’ fear of negative judgments when speaking in public. Table 4 presents six main connection points. Statements 1, 5 and 6 refer to the internal reactions to speaking in public. The internal response referred to is the heartbeat that beats faster, some parts of the body that are tense and stiff, and are less able to control body movements when speaking in public. This internal reaction was confirmed to be quite high, with an average answer on points A+SA=60%. This means that most students experience this as an automatic response from within them. (Aguila & Harjanto, 2016) said that anxiety can reduce the quality of learning by making students intellectually and psychologically disturbed. In other cases, anxiety can increase students’ motivation due to the feeling of pressure they receive.

Statements In points 2, 3 and 4 show how fear comes to them when speaking. The data shown in the statement shows the feeling of anxiety that arises while waiting for their turn to appear, the fear of being laughed at by other students while speaking, and the embarrassment that arises when performing. The cumulative average shows that more than 60% of students feel anxious, afraid, and embarrassed when speaking in public. They think about how the environment responds to their appearance quality and indirectly makes them feel depressed.
This, of course, will impact the quality of their appearance or can motivate that feeling (Aguila & Harjanto, 2016).

**The Level of Students’ Public Speaking Anxiety**

<table>
<thead>
<tr>
<th>Level of speaking anxiety</th>
<th>Percentage</th>
<th>Frequencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>High level of speaking anxiety (total score &gt;68)</td>
<td>35</td>
<td>7</td>
</tr>
<tr>
<td>Moderate level of speaking anxiety (total score 50-68)</td>
<td>50</td>
<td>10</td>
</tr>
<tr>
<td>Low level of speaking anxiety (total score &lt;50)</td>
<td>15</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100</strong></td>
<td><strong>20</strong></td>
</tr>
</tbody>
</table>

The cumulative final result of implementing PSCAS with 17 statement points shows that students' anxiety level is at a moderate level. The data shows that from completing the questionnaire, 50% of students responded with moderate anxiety. 35% is at a high anxiety level, and the remaining 15% is at a low anxiety level. This instrument was completed by 20 fifth students from the Department of English Language Education, Universitas Islam Makassar.

**CONCLUSION**

Based on the findings and discussion in the previous section, the results of completing the FLCAS questionnaire developed by (Yaikhong & Usaha, 2012) show that of the 20 students who were respondents, the majority (50%) had a moderate level of anxiety. This result is an accumulation of filling out the questionnaire, most of whom also chose the neutral option on the existing Likert scale. Even so, several students with high anxiety levels (35) confirmed through a questionnaire that they experienced internal and external problems when speaking in public. Internal obstacles are related to fear, embarrassment, and anxiety that appear with symptoms of tension, stiffness, and a faster heartbeat. As for external factors in the form of fear of getting a negative response from other friends, fear of being laughed at, and anxiety that arises when waiting their turn. For the category of low-level anxiety, 15% of students are at that level. They are students who can overcome internal and external fear during public speaking. This is supported by adequate skills, good vocabulary mastery, a good understanding of grammar, and the ability to construct extraordinary words and sentences. Future research will focus on students with low levels of anxiety. Preliminary data has been shown in research conducted (Rahman, 2017) on how high-achieving students reduce anxiety when speaking.
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