

Factors Contributing Pre-Service English Teacher Speaking Anxiety

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Abstract. *This study focuses on what are the levels of speaking anxiety experienced by pre-service English teacher. The data was collected from Foreign Language Classroom Anxiety Scale questionnaire developed by Horwitz et al. (1986) through Google Form provided to 22 English language education students. It has 33 items on a 5-point Likert scale. Using Oetting scale, the data that has been collected will be categorized and then interpreted. The results of this research show that more than half of the students in this study have moderate anxiety, severe anxiety, or mild anxiety.*

Key words: *anxiety, pre-service english teachers, speaking*

A. INTRODUCTION

Language is a system of arbitrary vocal symbols that allow all people in a given culture, or other people who have studied that culture's system, to communicate or interact and speaking is one way to be able to communicate. Of all four key language skills, the most important aspect of learning a second or foreign language is speaking. Speaking is the process of communicating with others through the use of language. People all over the world deliver information and let others know what the speaker is talking about by speaking. This means that speaking is a common activity in daily life and that communicating through speaking involves interaction between the speaker and the listener (Siagan and Adam, 2017). Speaking is one of the most valuable skills that people can have because it allows others to understand what we think and what we want (Wahyudi

et.al., 2015). Based on Bahadorfar, M., & Omidvar, R (2014) stated that speaking is an important aspect of second language learning and teaching; it is a communication ability and one of four productive skills that must be learned while learning a foreign language. English speaking ability is regarded as a valuable skill for communicating with people all over the world.

Students should have a clear command of English communication skills in order to prepare for their future careers and lives. In reality, despite the fact that English has been taught as a local content subject in Indonesian schools for at least six years, including Junior High School and Senior High School levels, as well as many elementary schools, students continue to struggle with the language, whether it is the productive or receptive ability, particularly speaking. In Indonesia, the inability of many school graduates to converse in English has become a national concern (Ramesh, 2012).

This may be due to a lack of speaking experience, English is regarded as a foreign language in Indonesia. Most of the time, students can only boost their speaking ability in an EFL classroom, but they rarely take advantage of this opportunity. It occurs due to a variety of reasons, one of which is that students are unable to talk in front of the classmates. One of previous studies have found language anxiety in second language learners. According to previous research, students do not feel comfortable speaking in front of others. This study result is almost identical to other studies that indicate students are affected by their peers when they have to talk in front of the class (Al-Saraj, 2011). Many students' inability to speak in class has become a significant factor that could have an effect on their ability to learn a language. If their teacher asks, students in an EFL classroom will usually remain silent. Many times, they remain silent even though they understand the questions and may potentially answer the teacher's questions. Learning to speak

often necessitates a great deal of practice and focus; we learn to speak our mother tongue by listening and repeating.

According to Rebecca (1999) in Oxford stated that anxiety is a feeling that can lead to decreased and counterproductive levels of learning in students. However, a healthy degree of anxiety can contribute to the investment of current potentials in learning or a greater commitment to achieving linguistic goals. However, if it is excessive, anxiety can lead to academic failure on the part of the students. As a result, anxiety level is regarded as one of the best predictors of second language achievement (as cited in Tercan and Diktilas, 2015). Learners who experience excessive anxiety may have low achievement levels, while those who experience a necessary amount of anxiety may feel more driven and ambitious to learn. Chiang (2012), is a synonym for worry, uneasiness, disquiet, disquietude, and inquietude. Suleimenova (2012) defines anxiety as "mental discomfort or uneasiness triggered by fear of danger or misfortune." Both of these meanings suggest that it is a sensation that is closely linked to the psychological structure of people who are experiencing emotions that are beyond what they would usually encounter.

According to Suleimenova (2012) anxiety is mental illness or uneasiness triggered by fear of danger or misfortune". Meanwhile Luo (2014) stated that situation-specific anxiety, like trait anxiety, is stable over time, but it may not be consistent across situations. Tercan and Diktilas (2015) claimed that one of the most important aspects of language acquisition is the ability to communicate in a foreign language. Speaking anxiety has played a critical role in language learning and Second Language Acquisition due to its significant impact on the process of language acquisition (SLA). Furthermore, Placious claims that speaking is the most stressful aspect of learning (Placious, 1998; Tercan & Diktilas, 2015). One of the most significant affective variables that affects foreign language learning is speaking anxiety, which has a negative impact on students' oral English output

(Melouah, 2013). Speaking anxiety must be resolved in order to be involved in language learning (Chaokongjakra, 2013). All of these meanings show that a sensation that is closely linked to the psychological structure of people who are having emotions that are different from what they would usually experience.

Daud et.al (2019) investigating the most important factor influencing students' speaking anxiety appears to be social. This aspect has to do with how students respond to responses from others while they are practicing speaking. This includes their fears of making mistakes, feeling under pressure when working with people, being concerned with unfavorable teacher evaluations, and fearing losing face. Linguistic and individual factors are the other two factors. While the former refers to the ineffectiveness of participants' English skills, the latter refers to personal problems that participants have with their families or other significant others in their lives. Meanwhile, Tercan and Diktilas (2015) show that tertiary level students experience speaking anxiety in English due to a variety of factors such as speaking, preparation, question-answer, examination, discussion, public speaking, and error correction.

Similar to the results of tercan and Diktilas research, Wahyudi (2015) indicate that participants' speaking anxiety is caused by self-perception or self-esteem, classroom appearance, fear of making mistakes, social setting, gender, cultural differences, and formal classroom environment. Self-perception or self-esteem has been selected as the primary cause of speaking anxiety. Siagian and Adam (2017) students' fear of speaking English in class was triggered by: a lack of familiarity with the job, a fear of making mistakes, a lack of motivation, nonsensical inputs, a lack of trust, and finally a lack of English proficiency. Muhammad (2019) suggested that students who are anxious must participate in order to alleviate anxiety in the classroom. Students should collaborate in order to create a welcoming environment in class. Pupils who have low anxiety levels should not

make fun of students who have high anxiety levels; instead, they should help them when they have problems. They should realize that making mistakes while learning a foreign language is expected and expected.

Speaking ability is frequently utilized as the primary criterion of an English learner's success in Indonesian English Language Teaching. People are more likely to regard someone as a good English speaker if they can converse verbally. The similar trend can be seen in many Indonesian-based companies, which would generally conduct an English interview as one of the first steps in hiring new staff to assess a candidate's English competence. They place a greater emphasis on speaking ability than on other abilities. This practice has once again demonstrated that English speaking ability is frequently regarded as a unique language skills (Daud, 2019).

This research is intended to make a greater contribution to pre-service teacher' speaking abilities. The knowledge could assist educators or teachers in understanding the factors that cause pre-service teacher anxiety when speaking in English and attempting to devise strategies to assist them in reducing pre-service teacher' anxiety and creating a more relaxed environment in class.

The author raised this title because of the experience of the author who is also a student of English education, the author sees that many friends in the English class have difficulty when it comes to speaking English in front of others. Like, the presentation is watched by lecturers and other students, conversation with lecturers even it's a casual conversation, a body that trembles when the lecturer asks to explain something, etc. They are all English education students who should not have to worry and be able to master English. So, in this article the authors just want to make sure their actual level of ability in English is classified

into a level of anxiety or relaxing. Whatever the outcome, as an English education student should be able to overcome these speaking anxiety factors.

B. RESEARCH METHOD

The data for this study was gathered using a qualitative descriptive approach. This method was used to look into how students described their anxiousness. The researcher took 22 pre-service English teachers as participants, 3 of them were men and 19 were women. On average they are all over 20 years old. They are in sixth semester were selected as participants in the study.

The questionnaire used to measure the level of anxiety among pre-service teacher is an adaptation and translation of Horwitz et al. (1986) FLCAS (Foreign Language Classroom Anxiety Scale). Many researchers have previously used and validated this closed-ended questionnaire. The data from the FLCAS questionnaire were manually analyzed using the Oetting scale to categorize students' anxiety levels. The questionnaires that were examined were included in a percentage chart that differentiated respondents' anxiety levels. Based on Oetting's scale, the data was divided into five degrees of anxiety: "Very Anxious," "Anxious," "Mildly Anxious," "Relaxed," and "Very Relaxed."

C. FINDINGS AND DISCUSSION

Findings

The FLCAS consists of a 33 item questionnaire on how to level on anxiety with pre-service English teachers. The data obtained by the researchers was sourced from questionnaires, with a close ended question model, close ended question how to respondents' answer the questions with the limited action to fix response (Ropa & Rani, 2012).

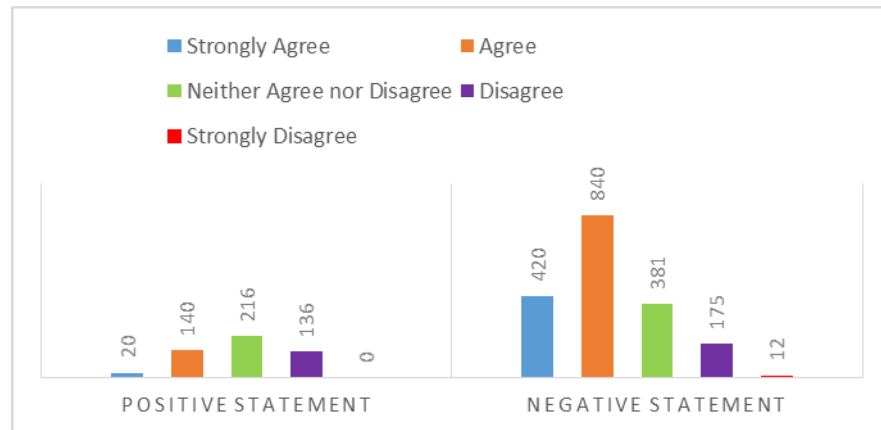


Figure 1. the Summary of Pre-Service English Teachers' Response in FLCAS in Positive and Negative Statement

Based on the chart above, the researcher found that the positive statement has the highest score in "Neither Agree nor Disagree" (216 responses), "Agree" (140 responses), "Disagree" (136 responses), "Strongly Agree" (20 responses), and the lowest score in "Strongly Disagree" (0 responses). Then, the negative statement received the highest score in "Agree" (840 responses), "Strongly Agree" (420 responses), "Neither Agree nor Disagree" (381 responses), "Disagree" (175 responses), and the lowest score in "Strongly Disagree" (12 responses).

It can be concluded that the level of speaking anxiety experienced by pre-service English teachers at one of the universities located in Karawang, in a positive statement they feel unsure or hesitant about their speaking ability. In addition, the data proves that on negative statements they predominantly choose "Agree". They automatically approve statements that impede their speaking ability.

Discussion

This issue is most likely caused by the following factors: First, speaking incorporates the components of writing and listening. It necessitates a much greater understanding of grammar, as well as the ability to apply the knowledge in

real-time. To be able to produce spoken English, a good English speaker must possess a complex linguistic feature. Second, lack of exposure to spoken English in Indonesia is most likely to blame. As a result, it's difficult for language learners to practice their English in a natural setting. With such a limited time allocation, most pre-service teacher only practice English in their classroom on occasion. The majority of them never use it outside of class because they do not live in an environment that allows them to communicate in English on a regular basis.

Based on the results of the previous research, there are several factors that inhibit a person's speaking skills. It is because of poor educational background, socioeconomic background, teachers who strictly contextual ate student misconduct, feeling scared when trending in front of others, waiting for your turn to speak for a long time, loss of confidence when speaking, afraid to forget the topic to be talked about, being tense and nervous on no pedestal, and lack of teacher approach at the time of correcting student errors (Felicity, 2018).

D. CONCLUSION AND SUGGESTION

Conclusion

The results showed that the pre-service English teacher respondents tended to feel quite anxious. Based on the results of the study, it is known that most of the respondents answered "agree" to negative questions where respondents felt doubt about their ability to speak English and were worried about their speaking ability. In the Keyword table that the statement "Negative" (Strongly agree) has the highest score of 5, it is identified that the respondent has many factors that hinder the ability to speak English. While the statement "Positive" (strongly agree) has a low score of one, it is identified that the respondent has a level of anxiety and is not confident in his ability to speak English in class.

Suggestion

Researchers suggest that pre-service teacher who are anxious must participate in order to alleviate anxiety in the classroom. In order to build a comfortable atmosphere in class, pre-service teacher should work together. Pre-service teachers who have low anxiety levels should not make fun of other pre-service teachers who have high anxiety levels; instead, they should help them when they have problems. They should realize that making mistakes while learning a foreign language is expected and expected. Thus, those who have low proficiency in the target language should improve their ability to cope with the target language communication, whereas those who have adequate speaking skills need more relaxed and supportive methods to encourage them to speak better.

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