

# FACTORS CONTRIBUTING PRE-SERVICE ENGLISH TEACHER SPEAKING ANXIETY

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## Abstract

This study focuses on the factors of speaking anxiety experienced by pre-service English teachers. In this study, the researcher uses a qualitative research with embracing a case study design. 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. Based on the results of the questionnaire, the positive statement showed that some pre-service English teachers were still undecided in their speaking skills, and in the negative statement almost they agreed that they were anxious in English speaking.

**Keywords:** Anxiety, Pre-Service English Teachers, Speaking

## 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. Speaking is the most significant part of acquiring a second or foreign language out of all four key language skills. 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 (Antoro et al., 2015). Based on Bahadorfar & Omidvar (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.

In order to prepare for their future vocations and lives, students need have a strong command of English communication abilities. Despite the fact that English has been taught as a local content subject in Indonesian schools for at least six years, including at the Junior High School and Senior High School are the two levels of high school, as well as in many elementary schools, students continue to struggle with the language, it doesn't matter if it's a productive or receptive capacity, especially when it comes to speaking. Many Indonesian school graduates' inability to converse in English has become a national concern (Ramesh, 2012). This could be ascribed to a lack of speaking experience; English is considered a foreign language in Indonesia. Students can only increase their speaking talents in an EFL classroom the majority of the time, but they rarely do. It happens for a variety of reasons, one of which is that pupils are afraid to speak in front of their classmates. Previous research has discovered linguistic anxiety in second

language learners. Previous research has found that pupils are uncomfortable speaking in front of others. This study's findings are nearly equivalent to earlier research that show students are influenced by their classmates when they are required to speak in front of the class (Saraj, 2011). Many students' inability to communicate in class has become a severe issue that may jeopardize their ability to learn a language. Unless their teacher instructs them otherwise, pupils in an EFL classroom usually remain silent. Even if they understand the questions and may be able to answer the teacher's questions, they frequently remain silent. Learning to speak requires a lot of practice and concentration; we learn to speak our mother tongue by listening and repeating.

According to Rebecca (1999) in Oxford, worry is an emotion that can cause kids to study at a lower and counterproductive level. A healthy level of worry, on the other hand, can aid in the investment of present abilities in learning or a greater commitment to reaching language objectives. Anxiety, on the other hand, if it is extreme, might lead to pupils' academic failure. As a result, anxiety is considered one of the most accurate predictors of second language proficiency (Tercan et al., 2015). Learners who have excessive anxiety may struggle academically, whereas those who have just the right amount of anxiety may be more motivated and eager to study. Worry, unease, disquiet, disquietude, and in quietude are all synonyms for Chiang (Elaldi, 2016). According to Suleimenova (2012) Anxiety is "mental discomfort or disquiet generated by fear of danger or catastrophe." Both of these interpretations imply that it is a sense that is intimately tied to the psychological structure of persons who are experiencing emotions that are out of the ordinary.

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 et.al (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 et al., 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). According to Chaokongjakra in Elaldi (2016) Speaking anxiety must be resolved in order to be involved in language learning.

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 et al. (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.

Antoro (2015) finds that participants' speaking anxiety is induced by self-perception or self-esteem, classroom appearance, fear of making mistakes, social setting, gender, cultural differences, and formal classroom environment, which is similar to the findings of Tercan and

Diktilas research. The fundamental source of speaking anxiety has been identified as self-perception or self-esteem. 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. In order to establish a pleasant learning atmosphere, students should work together. Students' collage with low anxiety levels should not mock students with high anxiety levels; instead, they should assist them when they encounter difficulties. They must understand that making mistakes when learning a foreign language is a normal part of the process. This research is intended to make a greater contribution to pre-service teacher' speaking abilities. The information could help educators and teachers better understand the variables that cause pre-service teachers anxiety when speaking in English and identify techniques to help them reduce their anxiety and create a more calm classroom environment.

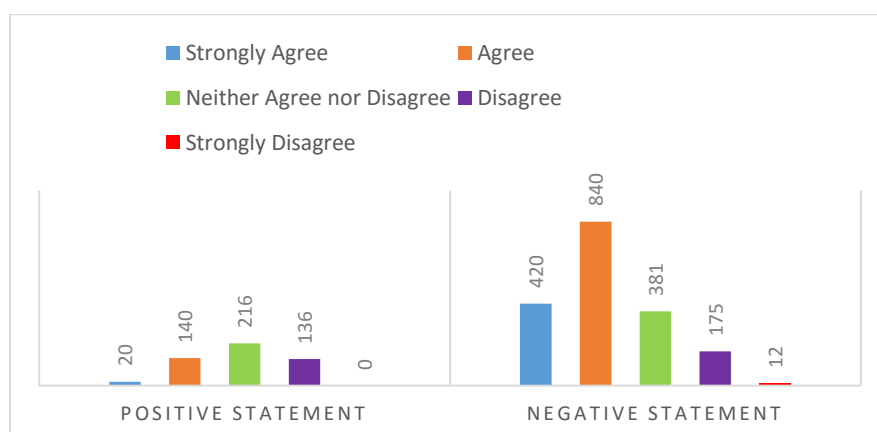
## METHOD

The data for this study is 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). This research have already used and verified this closed-ended questionnaire. The Oetting scale was used to categorize students' anxiety levels using data from the FLCAS questionnaire. The results of the questionnaires were plotted in a percentage chart that separated respondents' levels of anxiety. The data was sorted into five categories of anxiety based on Oetting's scale: "Very Anxious," "Anxious," "Mildly Anxious," "Relaxed," and "Very Relaxed."

## RESULTS AND DISCUSSION

### Results

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 (Roopa, 2012).



**Figure 1.** The FLCAS Responses of Pre-Service English Teachers in Positive and Negative Statements

The positive statement has the greatest score, according to the graph above 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). The maximum score was then given to the negative statement in "Agree" (840 responses), "Strongly Agree" (420 responses), "Neither Agree nor Disagree" (381 responses), and "Disagree" (175 responses), and the lowest in "Strongly Disagree" score (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.

According to the findings of prior research, a person's ability to talk is hampered by a number of circumstances. 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).

## 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.

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, when they are having difficulties, they should seek assistance from them. They should understand that making mistakes when studying a new language is quite normal. Those with little proficiency in the target language should enhance their ability to cope with target language communication, whilst those with adequate speaking skills require more relaxed and supportive techniques to enable them to talk more effectively.

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