ANXIETY EFFECTS OF SELF-CONFIDENCE IN EFL SPEAKING SKILL

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Abstract

Speaking sometimes considered as the display of one's language proficiency, the more proficient s/he speaks the better is his/her language skill. Speaking can be influenced by several aspects of psychology as self-confidence. People who have higher fear and lower of confidence in speaking English have difficulties in performing their speaking skill ability. This study is to investigate the effects of anxiety on self-confidence in English as Foreign Language speaking skill. This study is a qualitative study where the data were obtained from closed-ended questionnaire and open-ended questionnaire. The participants of this research were 35 students aged 20-23 years old. The data result was evaluated descriptively, while the open-ended question questionnaire was processed line by line to produce and build codes and themes. The questionnaires showed that five themes were related to students' anxiety in speaking English, which resulted in a lack of self-confidence; among all are lack of vocabulary, lack of self-esteem, a fear of negative reaction, a fear of judgment from the lecturer, and teacher-centered classroom.

Keywords: Speaking; Foreign language; Anxiety; Self-confidence

INTRODUCTION

English is used as foreign language in Indonesia. Learning English is not easy for some people because this country is non-English speaking. Different with other skills such as writing, reading, and listening, speaking is the hardest skill. Because of a variety of factors, English has distinguished itself as a foreign language among those available in Indonesia (Lauder, 2008) in (Atmojo & Nugroho, 2020). English has become a school subject that is required in a job position. Because, high level of unemployment and English proficiency is highly valued in the workplace, business, and tourism. English is an international language that is indispensable in various aspects such as education, business, even daily life for those of us who are abroad. But not everyone who learns English is able to speak English directly. Based on the results of a global survey conducted by The *English Proficiency Index (EF EPI)* in 2020 Indonesia scored 453, the country ranked 74th out of 100 countries in the survey and ranked 15th in position in Asia (EF Education First, 2020). The results showed that English proficiency in Indonesia is low. In this survey there are world ranking levels that are very high, high, medium, low, and very low. Asia's highest ranked country is Singapore, which ranks 10th. As Bill Fisher, president of EF Englishtown's online division, stated that, "In an era of competition and a global economy, English proficiency is absolutely necessary at work". Tran argues and asserts "those who are able to compete are those who are able to communicate well with various cultures and nations, and ready to become citizens of the world". But the reality of English proficiency in Indonesia is still low. This is due to a lack of confidence to start and hone our English language skills by getting used to it. Affect in language learning encompasses various aspects of the learner's emotion, feeling, and attitude. Anxiety is one of the most negative affective variables that prevents learners from learning a foreign language successfully. It causes nervousness and fear in language learners, which may contribute to poor aural/oral performance. Self-confidence

is one of the personal factors that is highly correlated with anxiety. Self-confidence is based on judgments and evaluations of one's own worth and value. When a language learner perceives himself to be deficient and limited in the target language, self-confidence suffers. Speaking as the use of verbal language to communicate with others. Speaking is an oral skill that two people usually do even more, as stated by Fulcher (2003) cited in Tridinanti (2018). Morgan (2008) cited in Raja (2017) stated there are some important things in giving a speech or presentation. 1) open feelings for audience, 2) intention with audience, 3) passionate of topic, 4) listen to the audience and to be a motivating speaker. The audience will be interested in the speech as well, which will make the speaker feel more at ease when speaking. Weissman (2012) cited in Raja (2017) argues there are several reasons why speaker speak faster when they are in front of the audience. When the speaker is standing in front of the audience, the situation pressure stimulates adrenaline, which causes the time-wrapper to speak quickly, but also says that it can be dealt with through thoughts and warming. Allow the public to process the information more time, while enabling the speaker to decipher other words. Previous research by Liu (2007) and Liu & Jackson (2008) cited in Mede and Karairmak (2017) found that speaking an EFL has a negative impact on learners' communicate skills. Lack of vocabulary, poor English proficiency, and memory disassociation are the factors of anxiety. Tsiplakides and Keramida (2009) cited in Mede and Karairmak (2017) found in a similar vein that students are experiencing anxiety in English school or in public because they are afraid of negative evaluations and of perceptions of low skills.

Kushner (2010) cited in Raja (2017) argues about simple strategies that effective for overcoming the fear of public speaking and delivering presentations well. Starts from describing an effective style for starting and ending speeches. Rhetorical questions, quotes in the introduction, or conclusions can all be used to engage and capture the audience's attention. The speaker should examine the requirements of the topic and evaluate his/her motivation to speak and the motivation of the audience to listen. He stressed that targeting must also be achieved and that certain objectives will likely be demotivated for the audience and the public. Tsiplakides (2009) cited in Mede and Karairmak (2017) argues, anxiety in speaking is the reluctance of a person to participate in a conversation using a certain language, it is due to lack of motivation and low performance. Speaking anxieties are common in foreign language learning English. English students are anxious to speak English because they do not speak English in their daily lives and because they lack practice. The speaking genre has an impact on anxiety as well. Several studies have found that anxiety with foreign languages is most prevalent when students need to perform an oral production task publicly because they have no familiarity with that genre (Raja, 2017). When students talk to others, they feel uncomfortable, timid and concerned about their ability to control their body movements, facial expressions and actions.

Stated from Lanerfeldt (2011) cited in Hakim and Syam (2019), Speaking regarding anxiety has a major impact on self-confidence, as it often leads to failure if you cannot speak up and show what you know. Speaking fear causes the distrust of students, even if they can express themselves and to have the knowledge that is worthy of hearing, to remain silent. In line with Murray (2006) cited in Tridinanti (2018), Self-confidence is a strong conviction. When a person is certain of something, he or she simply assumes that everything will go as planned. Adalikwu (2012) cited in Tridinanti (2018), states that the belief that someone could do a job, regardless of whether he or she did so in the past, is self-confidence. As a result, regardless of prior experience, people who are confident in their abilities will succeed in their learning.

This study investigates the causes of the low self-confidence in Indonesian people's English proficiency. It presents the reasons why they are afraid to show their speaking skills, and what fears are holding them back. This study was conducted on 35 participants who have an age range of 20-23 years. 25 of them are students majoring in English language education and 10

of them are students of other majors. Data collection is conducted using questionnaires and interviews that will explain the cause of their hesitation in speaking English.

METHOD

This paper presents some findings from the result of qualitative research data collected from 35 college student participants in Bandung, which 25 are English education majors and 10 are other majors. In the research, qualitative method is a type action of social that focuses on how people make sense of their experiences to better understand the social realities of individuals (Zohrabi, 2013) cited in (Haradhan, 2018). In this study, a questionnaire is used to collect data for the results. Based on the statement from Arikunto (2010) cited in Rohman et al (2017), questionnaire method is a research data collected that consists of a series of questions or other types of prompts, and designed to collect information from respondent to express their opinion. This study will explain what they are afraid of to speak English confidently. The participants were asked to share their thoughts and criticisms about their experience.

RESULTS AND DISCUSSION

Results

This study was designed to report the sources of self-assurance that college students met in Bandung, Indonesia, as a foreign language learner especially in speaking skill. This section includes the findings of the data collected from the result of questionnaires. Table 1 shows the participants' responses.

Table 1. *Responses Given by Participants*

Questions	N	Percentage response (%) 'yes'	Percentage response (%) 'no'
1. Do you have any apprehensions about speaking English in public?	35	88.6%	11.4%
2. Do you think this anxiety stems from a lack of confidence?	35	91.4%	8.6%
3. Does the size of the crowd affect to your public speaking performance?	35	74.3%	25.7%
4. Do you think that increasing your participation in public speaking activities will help you to improve your English?	35	91.4%	8.6%
5. Do you think you can overcome your fear of public speaking by employing certain strategies and seeking professional assistance?	35	85.7%	14.3%

Meanwhile the followings are the figures for each question.
1. In response to the first question about whether students were afraid of public speaking, more than 88,6% of those polled said they were afraid of speaking in front of an audience. As a result, most of them were discovered to be terrified of speaking in front of others.
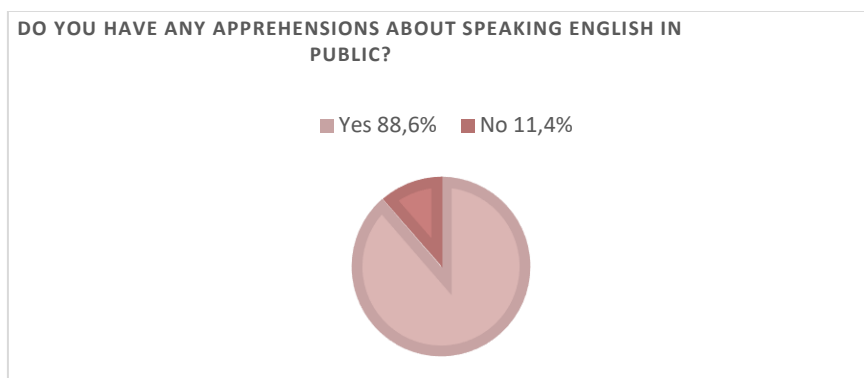
Figure 1.
Percentage of apprehensions about speaking English in public

2. The second question asked if the students believed their fear stemmed from a lack of confidence. The data analysis of the second question revealed that lack of confidence was an important variable for 91.4 % of the respondents.
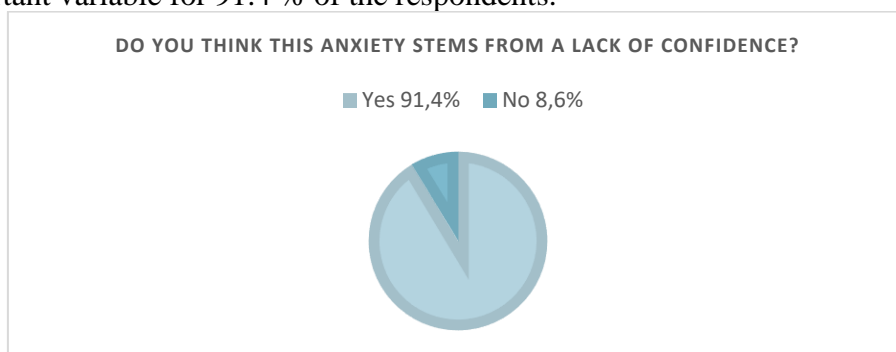

Figure 2.
Percentage of anxiety stems from a lack of confidence

3. The third question investigated whether the size of the audience had an impact on students' presentation performance. 74.3% of respondents admitted that the size of the audience has a significant effect on their performance and nervousness.
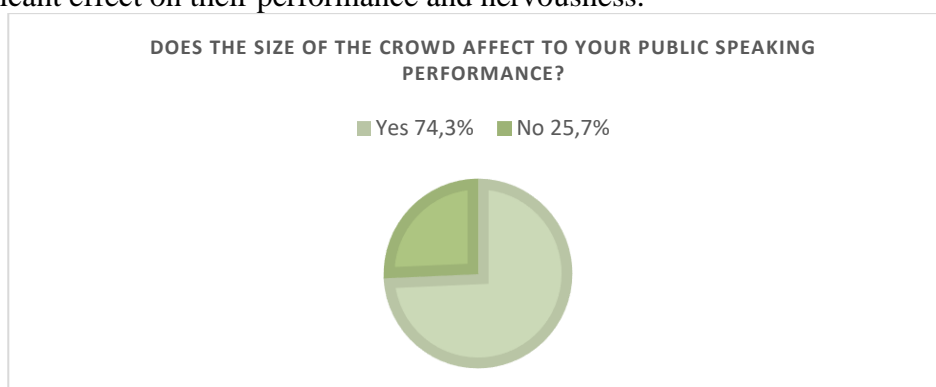

Figure 3.
Percentage of size of the audience

4. The fourth question investigated whether having more participation in public speaking activities improves people's presentation skills. 91.4 % of respondents said that participating in public speaking activities would help them improve their presentation skills.
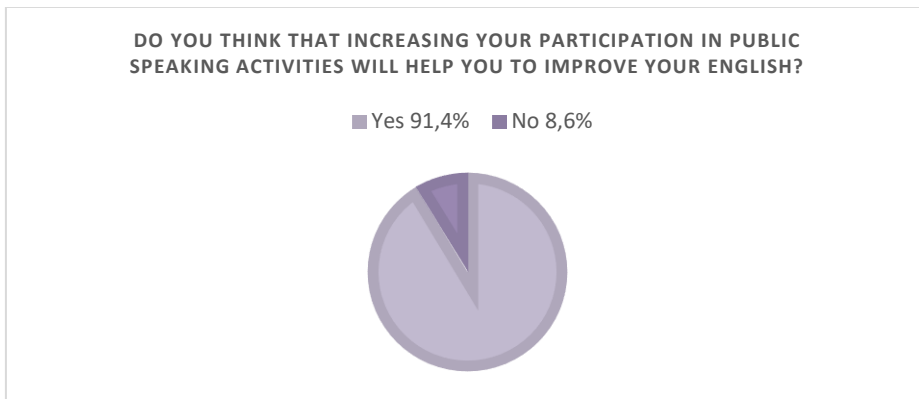
Figure 4.
Percentage of participation

5. The fifth question asked if people thought that their fear of speaking to the public could be overcome through some strategies and professional assistance. The fear of speaking English can be minimized, according to 85.7% of respondents, by employing various strategies or seeking professional assistance.
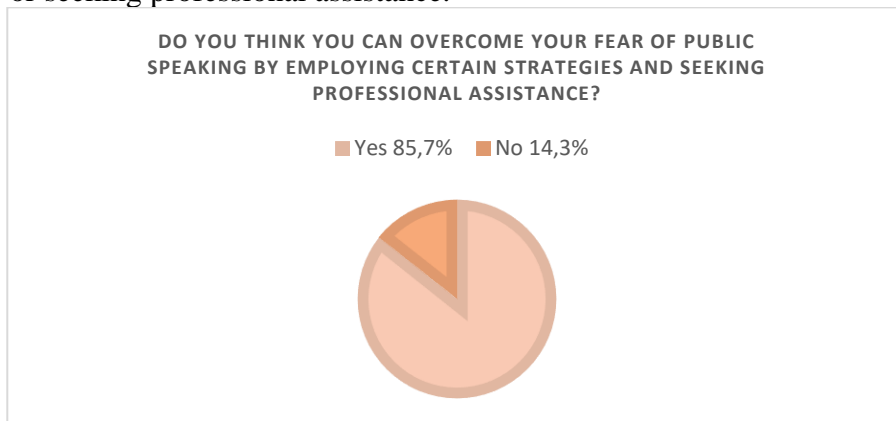

Figure 5.
Percentage of strategies and personal assistant

Furthermore, an analysis from open-ended questionnaires data showed that five topics related to English-speaking foreign languages were: (1) lack of vocabulary and grammar, (2) fear of negative reaction from others, (3) lack of self-esteem to speak in English, (4) fear of judged from the lecture, (5) cultural factors for speaking English (Table 2).

Table 2. *themes of the sources of speaking English anxiety*

No	Themes	Participants
1	A lack of vocabulary and grammar in speaking ability	100%
2	A fear of negative reactions from others	100%
3	A lack of self-esteem to speak in English	100%
4	A fear judged from the lecture	100%
5	Teacher-centered styles cultural factors	100%

1. A lack of vocabulary and grammar skills in speaking ability
The participants reported that there were a variety of issues that made them poor in English. They mostly admitted lacked vocabulary and grammar ability. The following example:

I am afraid of making mistakes. Cause of low my vocabulary mastery (M1)
I have less of vocabulary knowledge (M3)
Lack of vocabulary makes me to low confident (M2)
I got lack of grammar and vocabulary, so I cannot speak English well (M4)
I am having some difficulties with English grammar, so the meaning is a little unclear to me. When I want to speak English, I have difficulty organizing my thoughts. (M5)
I make a lot of mistakes when speaking English; sometimes I understand what I'm saying, but I got lack of grammar and how to pronounce the words correctly. (M7)

They were clearly apprehensive about speaking both in and out of the classroom, based on their statement. Their problems arose due to their failure to communicate vocabulary, grammar, and incorrect pronunciation in English.

2. A fear of negative reactions from others

In the foreign language learners' participants, fear of negative reactions was identified as source of anxiety. Participants who attempted to converse in speaking English with others in the classroom or people around reported being mocked. The participants were hesitant to use English because of the negative atmosphere. They stated that:

Many of my friends mocked me and teased me when I tried to speak English, and I felt like an object of amusement. (M3)
I fear to make mistakes and as a result my friends have mocked me. (M6)
I fear using the English language because my friends like to mock me who is depriving me. (M8)

One of the reasons why participants did not want to speak English was fear of negative reactions from others. They were worried because they had been mocked about speaking English. They feared speaking English because of the mockery. Teasing not only bothered them, but also motivated them to communicate in English.

3. A lack of self-esteem to speak in English

The participants' low self-esteem is the next factor influencing their refusal to speak English. People judge them as superior because they use English with friends, the data taken from the participants for example:

I feel I am overacted by others when I'm speaking English, so I should avoid speaking in English. (M1)
People think that I am so superior when I try to speak in English. (M2)
I cannot to speak with anyone using English. (M4)

People who spoke English thought their peers were superior, according to the data. It was still considered "shooting off" when the first use of English was made. This negative association motivated the students to speak in English, enabling them to speak in and outside of their classroom in English because of this motivational factor.

4. A fear of being judged by lectures

In the lives of the students the teacher plays an important role. The teacher has most control over the configuration of the classroom. In other words, whether the student is enjoying the lesson, success or not. The teacher's conduct is therefore extremely important in the classroom. The fear that you cannot communicate in English with teachers is a source of

anxiety that students share in classroom. Because of this, they were disappointed in themselves for not being able to speak English as well as their teacher. Especially when their teacher observed or evaluated them, the participants were baffled by their mistakes in English. As an illustration:

> I am afraid to speaking in English because I am afraid evaluated by my lecture. (M7)
> I am not confident when I am making a mistake while I am speaking in English. (M1)
> I cannot be good in speaking English as my teacher, so I am not confidence. (M5)

These statements said that people feared that the teacher would speak English because they feared that they would make mistakes when they conversed. They believe that their English lecture in the language was perfect. If you make mistakes in your English-speaking class, you fear your teacher will be graded.

5. **Teacher-centered styles cultural factors**

Especially when learning a foreign language, the culture has an impact on the learning process. As a result of their school's more teacher-centered learning culture, participants said the lecture were more dominant in the classroom, and there no chance to students to show their ability. They asserted:

> When my teacher asks me, I will answer. (M3)
> I do not want to speak if my teacher does not give me a question (M8)
> I think teacher should guide me first before I speak (M1)

From the data result above, participants lacked to English communication in the classroom due to the culture of a teacher-centered approach to learning English. This is because the teacher dominant in the classroom in English teaching and learning. They would not speak English unless the teacher encouraged them to, so most of student prefer silent in the classroom and just listen to the teacher.

Discussion

Since many people are mild in nature and tend to feel uncomfortable speaking before others, distrust was the common cause for fear of speaking to the public. In a public-speaking study on ordinary phobias, Burgess (2013) cited in Raja (2017), argued the fear was seen as more urgent than death. The study also found that there were people who controlled the debates and speeches in lectures who did better. Even if someone is afraid to speak publicly, they will do well if they practice and diligently rehearse. When approached as a skill, public speaking can be greatly improved. Instructors play a critical role in providing students with encouragement and confidence, as well as assisting them in overcoming their fear of public speaking. This is in line with Baldwin and Caroline (2011) cited in Nijat et al (2019), when the students speak in public or in front of others, they experience obsessive fear and detestation, and feeling shy causes their minds to go blank or they forget what to say. According to Bowen (2005) cited in Nijat et al (2019), there are also some discussions about the students' personalities, such as too quiet and passive, which leads to their reluctance to speak English. Their shyness also obstructs their ability in communicating use English. In addition, learners who lack trust, the state from Sjoberg (2006) cited in Raja (2017), need encouragement in the early stages of learning to be encouraged to participate Students typically encounter difficulties in the early stages of learning English, particularly in understanding grammar, pronunciation, and other areas. Students find it difficult, feel uneasy, and make mistakes. Students become nervous when speaking in front

of others. When this occurs repeatedly, students develop speaking anxiety in a second language. Students who are capable of learning English but believe they are failing in class, on the other hand, lack self-confidence. Furthermore, the size of the audience has a significant effect on their performance and nervousness. Gamston and Wellman (1992) cited in Raja (2017) explain why this has such an impact, concluding that the large audiences appear more intimidating than smaller ones. The term atmosphere in this context refers to how various types of audiences may be perceived. Students should interact with the audience to pique their interest in their speech. They must generate engagement to provide a value and an opinion on a speech. It is stated that those who appear confident and have no signs of nervousness have learnt to master the technique of desensitization only or to hide their nerves (Akin and Kunzman,1974) cited in (Raja, 2017). Constant exposure to a diverse audience would make them confident speakers. Public speaking is a type of oral communication involving physiology, language, psychology and culture. Speaking capacity is both an indicator of professional success and a strategic ability to gain a competitive advantage, credibility and a good reputation (Hancock, 2010) as cited in (Haradhan, 2018). To conclude, it is essential to encourage people who are motivated to develop and rebuild confidence and become self-employed and lifelong learners with diverse strategies in order to achieve their goals at their own speed.

CONCLUSION

Because all of these factors seemed complexly interconnected, the factors that caused Indonesian students to remain silent during the English course and the factors that played a greater role in the English-speaking anxiety of students were not determinable. The results of the study help to better understand the causes of the anxiety of English-language students at Indonesian college and describe what schools, education staff, teachers, parents, and students should do to improve the confidence of English-language students in themselves. The five major themes discovered in this study regarding Indonesian college students' English language speaking anxiety have significant implications for both Indonesian and non-Indonesian language teachers. Furthermore, the study's findings have implications for secondary language education programs as well as teacher language education programs. The sources of English-speaking trust between Indonesian college students should encourage greater trust between educational policy makers, colleges, and teachers. Teachers should use a range of teaching methods, approaches and strategies to help students speak better. The teacher should also be aware of the anxiety of the students when they talk to other people or make errors in public. Teachers should know that their students know their environment acutely. More importantly, students should be given more chance to successfully to speaking skill. The college and the lectures should be provided the facilities because learning English as a foreign language in a non-English speaking country requires more consistent effort. It is important for schools or teachers to have access to a variety of teaching approaches, strategies, and techniques that can be used with students from different cultures or languages.

ACKNOWLEDGMENTS

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