Factors Affecting English Education Department Students' Anxiety in Speaking English

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ABSTRACT

This study used mixed method design with the aimed to find out the factors affecting students' anxiety in speaking English and analyzed whether the anxiety of students speaking English came from how many dimensions were. The participants of the study were students of English Education Department at Halu Oleo University. Ninety-four English education students were initially interviewed regarding why they felt anxious about speaking English. Twenty-four students' anxiety problems were identified during the interviews, by combining several similar indicator themes to produce twenty-four item caused students anxiety. Twenty-four themes for this anxiety were given to 305 students of English education. Following each reason for anxiety is a questionnaire of five-point Lickert scale of potential responses: highly relevant, relevant, uncertain, irrelevant, and not relevant at all. The results were subjected to principal component analysis so that the underlying dimensions of students' anxiety in speaking English in this particular context could be revealed. Principal component analysis resulted in the extraction of three-component solutions labeled as "communication apprehension," "test anxiety," and "negative evaluation." The implications of these findings regarding foreign language speaking anxiety in this case speaking English. This finding explains that students' anxiety in speaking English is based on three dimensions of anxiety in learning a language as a foreign language.

Keywords:
Anxiety, Speaking Anxiety in English, Factors in Speaking Anxiety

1. Introduction

Nowadays, English has become an international language, so it is very important to be able to master it, especially in the field of speaking. Some people who have the ability to speak English are in demand by some people, especially students who study English as a foreign language. Students are required to be able to communicate well using English both inside and outside the classroom. Although speaking is a crucial skill, people tend to find difficulties in speaking, especially for EFL students. Many EFL students have difficulties speaking, demonstrating incompetence, and even admitting failure when it comes to speaking a foreign language (Utami, 2020). Therefore, most students have the ability to learn any other

skill taught in English, but when it comes to speaking, they end up facing an obstruction that hinders their learning process.

The existence of obstacles in speaking is also called "psychological barriers". The psychological barrier that most often hinders students' ability to speak a foreign language is anxiety. Anxiety causes students to experience a variety of negative emotions, including shyness, fear of making mistakes, and a lack of confidence, which leads them to make errors. (Nina, 2020). Furthermore, according to Woodrow (2006), A key predictor of speaking performance in a second language or foreign language is anxiety. In addition, Numerous studies have proved that anxiety has a detrimental impact on language performance. According to various scholars, it is one of the most potent markers of success in learning a foreign language (MacIntyre, 1999). Also, anxiety has been found to excessively influence students' oral skills (Fangpeng & Dong, 2010). The majority of EFL students are recognized to have subpar speaking abilities because of their low self-confidence brought on by anxiety (Robinson & Seimon, 2020). Besides, many learners are highly anxious with respect to their participation in speaking activities. Indeed, it is often suggested that speaking is the most "anxiety-provoking aspect in a second language learning situation" (Cheng, Horwitz, and Schallert, 1999: 420). In other words, anxiety can have a very negative impact on a person's communication performance. In short, anxiety becomes one of the main reasons why students experience difficulties expressing their ideas and thoughts in English.

Although students' anxiety has a very negative impact on their learning processes when learning English for foreign languages, teachers generally pay less attention to this as a problem. Teachers frequently assume students' anxiety when speaking English as a lack of knowledge, laziness, or motivation to learn from the students themselves. However, the facts are more complicated than that. Anxiety can have a variety of effects, the most serious of which is a decrease in student participation in speaking English. Therefore, it is important for teachers to understand the source of the anxiety.

In addition, there are many factors that cause students to feel anxiety when speaking. Speaking anxiety is a complex issue, with many previous researchers referring to the causal factors. There have been many researchers who have found factors that cause anxiety in students speaking foreign languages, which have often been used in research on foreign language anxiety in recent decades. One of these is research by Horwitz et al., which breaks down students' anxiety in learning foreign languages into three dimensions. He divides the causing foreign language factors in anxiety into three dimensions. (1) Fear of communicating. (2) test apprehension (3) Fear of being judged negatively (Horwitz et al., 1986). According to research by Ansari, there are two factors that cause students' anxiety in speaking English, namely: a) fear of negative evaluation from their peers and b) a perception of low ability in relation to their peers. Furthermore, in a factor analytical study of FCLAS used with students learning Japanese, Aida (1994) produced a four-factor model: factor one reflected speech anxiety, fear of failing, comfort in speaking with native Japanese, and negative attitudes toward the Japanese class. It can be concluded that there are many

researchers who examine the different factors of students' anxiety in speaking foreign languages.

However, the source of anxiety can also arise from various factors depending on the level of students, the learning process, and even the situation in which they receive foreign language learning. The discussion of the anxiety factor in speaking has become a frequent reference for research for the past few decades in the context of second language and foreign language acquisition (Woodrow, 2006). However, from the findings of the research above, it can be concluded that the factors of anxiety found in each study may be different. These differences may differ based on the environment, culture, region or their language acquisition of the language being studied (Scovel 1978; Young 1991). According to Woodrow (2006), living in an environment where the target language is also the language of everyday communication may influence deference anxiety. Consequently, the difference in contexts where a person utilizes the target language in this case, learning to speak English as a foreign language can have a different impact on a person's anxiety in learning a language.

Many researchers on language learning anxiety in EFL students only focus on what causes students to feel anxious when speaking English, but it is still rare to examine whether the cause of anxiety comes from the same types of factors. Several recent studies have been conducted to determine the level of anxiety that students experience when speaking English (Fauzi et al., 2021; Hamid & Idrus, 2021). Some of them even included what strategies can be applied in order to cope with the effects of anxiety when speaking English (Munirotun & Susiati, et al., 2020). Nevertheless, it is imperative to not only understand the influence or the correlation of the causes students to feel anxious when speaking English nor identify the level of anxiety in order to find out what kinds of strategies may apply. Moreover, it is also crucial to grasp the factors that cause speaking anxiety directly from the students that were involved in this study, because the factors that cause students to speak English may be different in some places and circumstances. Therefore, it is important to understand the factors of speaking anxiety from direct experience caused by students when speaking. This is more relevant than relying on theories from existing western studies that might not accurately reflect current conditions. Thus, it is very important to know the form of the anxiety and whether these anxiety factors come from the same type of anxiety component. As a result, the researcher fully understands why these factors can be very detrimental in the teaching and learning process.

These different objects, areas, and methodologies of research have opened the gap for further studies on this issue. This study also focuses more on the real anxiety of the students in this study. The researcher uses this way in the hope of gaining a genuine understanding of students' anxiety when speaking in English. Most anxiety research is generally based on theories from western countries, which can cause bias in certain areas. so that data can be obtained without imposing theoretical constructions, which may be irrelevant, on them. Therefore, this study aims to fill the gap left by previous research studies by exploring the dimensions of students' anxiety factors in speaking English by using instrument data from student anxiety results at Halu Oleo University.

2. Methods

2.1 Research Design

This study, the researcher used a mixed method of research. The qualitative design used interviews as an initial data collection technique in order to find out the cause of students' anxiety in speaking English. Each of the anxiety indicators item from the results of interviews would be transcribed into a questionnaire. The quantitative method uses a questionnaire as data collection tool, which will be statistical data using the principle of component analysis (PCA), which aims to determine the dimensions of the anxiety factor of students speaking English.

2.2 Participants

This research was conducted at the English Education Department of Halu Oleo University. The participants of this research are 401 students in the English Education Department in 2022. These participants were recruited using a convenient sampling technique.

2.3 Instruments development and item generation

The instruments of this study referred to interviews and questionnaires for collecting the data. Interviews were used to find out students' anxiety about speaking English.

The researcher conducted an interview with a group of students from each level using a random sampling technique. These students have asked "why do they feel anxious when they speak in English?" This interview was interactive (two-way) and recorded. This interview was carried out until no new themes were found that caused the students' anxiety to speak English. The researcher examined each theme that causes students' anxiety in speaking English. Then the researcher transcribed the anxiety themes into items to be used in making the questionnaire. The questionnaire that was used was a five-point Likert scale. For example, "I am anxious to speak English because I feel embarrassed" is followed by several other statements that have been collected in previous interviews. In other words, the researcher created a new questionnaire based on the results of the previous interviews. However, in this session, each item of the questionnaire used was initially analyzed before being used as a questionnaire instrument.

The next the researcher distributed the questionnaire to a larger number of students. The number of participants involved is large enough to be sufficient for statistical tests. Students who have been interviewed previously were no longer involved in collecting this data. Students responded using a Likert scale: very relevant, relevant, not sure, not relevant, and not at all. Students must place a tick (√) to answer the statements based on the most relevant to them. The results of the questionnaires would then be analyzed.

2.4   Data analysis

There are two techniques for data analysis in this research. The researcher used both principal component analysis (PCA) and reliability analysis; these two analytical techniques are often used for developing a questionnaire (Field, 2005). The principal component analysis technique (PCA) aims to determine the dimensions of the cause of students' feeling anxious when speaking English. By using this analytical technique, researchers can find out whether the cause of anxiety is based on a single dimension or several dimension. The reliability analysis technique serves to determine whether the questionnaire is feasible or reliable, so that if there are items that do not match, they will be deleted. However, reliable analysis can be done if each item has been proven valid for each item.

3   Result

The results of the interviews indicated that speaking anxiety is caused by 24 themes. The results of those interviews indicated that speaking anxiety is caused by several themes, which affect the speaker's speaking performance. The researcher found 24 different answers from 97 students. Finally, there are 24 items that are determined as a result of the final answer which was then used as an item in the questionnaire in this study.

The results of the answers from the questionnaire of twenty items were subjected to SPSS computer software using principal component analysis (PCA). A PCA, on the other hand, is only possible when the sample size is adequate and the data are reasonably well correlated, but not so well that it results in multicollinearity or singularity (Field, 2005). To ensure that these requirements are not violated, two analyses were performed: the Kaiser-Meyer-Olkin (KMO) measure of sampling adequacy and the Bartletts' test of sphericity, testing the null hypothesis that the correlation matrix resembles an identity matrix (PCA cannot be performed with an identity matrix).

To begin with, researchers generally agree that KMO values bigger than 0.5 indicates the sample might be adequate (Field, 2005).

Table 4.1.4.1.1: KMO and Bartlett's Test

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		,942
Bartlett's Test of Sphericity	Approx. Chi-Square	2654,196
	df	153
	Sig.	,000

KMO and Bartlett's Test, it is found that KMO value equals 0.942 (which is still bigger than 0.5) whereas Bartlett's Test of Sphericity with approximate Chi-Square of 2,654.196 is significant at p (0.000) < 0.05, again rejecting the null hypothesis that the correlation matrix is an identity matrix.

Table 4.1.4.1.1: Communalities 2

Communalities

	Initial	Extraction
Q1	1,000	,624
Q2	1,000	,682
Q3	1,000	,603
Q4	1,000	,667
Q5	1,000	,506
Q6	1,000	,555
Q7	1,000	,585
Q8	1,000	,577
Q10	1,000	,557
Q11	1,000	,527
Q14	1,000	,619
Q16	1,000	,620
Q17	1,000	,547
Q18	1,000	,591
Q19	1,000	,520
Q21	1,000	,501
Q22	1,000	,640
Q24	1,000	,637

Extraction Method: Principal Component Analysis.

The results of the communalities of the 18 items show that all of them are above 0.5, so there is no need to try again because no assumptions are violated. For this, the researcher can see the main components of the eighteen items.

The present study assumes that the dimensions underlying students' anxiety in speaking English are not correlated. Therefore, an orthogonal rotation (ivarimax) was chosen. Two methods for extracting components – the scree plot and the Kaiser-Gutman Rule (Field, 2005) yielded the same results of a five-component solution. In other words, the hypothesis that students' anxiety in speaking English comprise a single-dimensional construct is not supported by both methods. The initial three-component solution was then rotated using varimax rotation. When running the analysis, items that load below 0.5 were automatically suppressed to make interpretations easier. Items that load on the three components along with their communalities are presented in Table 1.

Table 4.1.4.1.2: Rotated Component Matrix

Rotated Component Matrix			
Q1	.527	.572	
Q2		.725	
Q3		.714	
Q4		.754	
Q5	.584		
Q6	.642		
Q7	.697		
Q8		.706	
Q10	.524		.528
Q11	.630		
Q14			.675
Q16	.602		
Q17	.729		
Q18	.644		
Q19		.519	
Q21	.632		
Q22			.749

Q24			.693

Extration Method: Principal Component Analysis

  Rotation Method: Varimax with Kaiser

  Normalization

 a. *Rotation converged in 7 iterations.*

4   Discussion

In Accordingly, the results of the previous interview yielded 24 indicators of the causes of students' anxiety in speaking English. of the 24 items, the researcher identified that the collection of indicator items that caused students' anxiety was still in line with the theory of the causes of anxiety in students speaking English so that researchers were able to analyze them into "principal component analysis" (PCA). Previously mentioned, PCA results in three-component extraction. In other words, the factors why students feel anxious when speaking in English is not one-dimensional. From these findings, it explains the hypothesis about the factors that cause students to feel anxious when speaking English which consists of one dimension is rejected. It is intriguing to note that several of these elements unmistakably reflect theoretical concepts that are already widely used in the study and teaching of English as a foreign language. For example, the first component contains items that indicate student anxiety that comes from communication skills or communication apprehension Horwits (1986). These factors were found, such as anxiety due to fear of being wrong, anxious because of the limited words they have, fear of miss-pronounciation, anxiety about grammatical errors, due to lack of general knowledge of the English language base and thinking too much about the order of language before speaking.

5 Conclusion

Based on the result of the data analysis on chapter IV, the researcher concluded the factors of students' anxiety at English Language Education Program of Halu Oleo University were caused by several anxiety indicators. Also, researcher find out there were three components of language learning anxiety. In the first session, the researcher found twenty-four different indicators of the causes of anxiety in students speaking English where this was found in the interview session. then the indicators of the causes of student anxiety are distributed using a questionnaire to students who study English as a foreign language, which then the results will be analyzed using "Principal Commponent Analysis (PCA). PCA resulted in the extraction of three-component solutions referred to as "communication apprehension", "test anxiety" and "fear of negative evaluation". Thus, the hypothesis that students' English speaking anxiety stems from one dimension is rejected fully. This study shows that the theoretical construct shared by Horwitz's (1986) language learning anxiety model, it is generally relevant for this study and today's engaged students of English Education Department at Halu Oleo University. However, it is clear that the constructs of these theories need to be expanded further to include: missing anxiety from theoretical constructs derived from several other students who may affect students' different anxiety when speaking English as a foreign language. Moreover, the most anxiety

factor problems on students were on "fear of making mistakes", "negative evaluation from others" and "and poor of knowledge in English". Dimension or component of anxiety which effect students the most were "communication apprehension".

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