

Exploring Learners' Speaking Anxiety in EFL Context on Integrated Teaching Learning

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Abstract:

Background: Speaking anxiety referring speaker's personality, has been well reported in language learning. In addition, studies on examining learners' speaking anxiety level have focused on isolated teaching activity. However, examining learners' speaking anxiety level on integrated teaching activity are very rare. This study serves to: i) identify the effect of learners' speaking anxiety level after they were taught through integrated teaching learning activity which applied modified CLT principle-based podcast procedures; and ii) examine each of learners' speaking anxiety aspects and its correlation to their speaking performance.

Materials and Method: Purposive sampling were implied to select the sample of the research. The instrument used were foreign language classroom anxiety and speaking assessment.

Results: The result showed that there is significant difference of learners' speaking anxiety between pretest and posttest since significant value is lower than significant level ($0.00 < 0.05$) and there is improvement of students' speaking anxiety since the t -value is higher than t -table ($13.572 > 2.045$). In addition, fear of negative evaluation and test anxiety are considered to be the most contributed aspects to speaking anxiety.

Conclusion: The implementation of integrated teaching learning applied modified CLT principle-based podcast procedures could facilitate students to reduce learners's speaking anxiety

Keywords: Speaking Anxiety, Speaking Performance, Integrated Teaching Learning, CLT.

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I. Introduction

Speaking is an important language skill which L2 learners should master. The importance of speaking relies on two aspects: 1) speaker's personality (self-image, knowledge, and ability in receiving-processing-expressing thought) and 2) speaker's participation (the speaker's linkage in certain environment). Moreover, speaking is widely known as an ability to share thoughts, ideas, and intention to other people in form of oral form. Therefore speaking represents an interactive process between speaker and listener which involves receiving and processing the information also producing certain appropriate response to the information either interactional or transactional. Hence speaking plays an important role in communication.

Traditional ESL or EFL language teaching program focuses on teaching language skill isolated from other skills. This teaching program aims to focus in instructionally deep comprehension to certain skill. However, teaching oral skill has lower popularity than other language skill in the EFL classroom pedagogies (Vandergrift & Goh, 2012). This results in lack of spoken practices of the EFL learners. The less students practice their oral skill, the less students comprehend in oral skill (Leong & Ahmadi, 2017) Moreover, it has been widely noticed that EFL learners may face difficulties in speaking English. In addition there are some factors that cause speaking difficulties to EFL learners (Zhang, 2009). There are inhibition (students' anxiousness), motivation (students' lack of motivation), participation (students are lack of engagement in speaking exposure), and interference from mother tongue (learner will get negative transfer from their first language since the use of direct translation or over generalization).). In addition, this situation will enhance students' grammatical error since students will translate the sentence literally (Flora & Cahyadi & Sukirlan, 2019). These problems occur due to the less practice time in class and limited teaching hours in class.

This lack of speaking exposure results in increasing learners' anxiety. Foreign Language Anxiety (FLA) makes students become discouraged and learners may lose confidence in participating foreign language activity (Na, 2007).

There have been many studies examining Foreign Language Anxiety (FLA) and its effect results in speaking performance. Sutarsyah (2017) examined the students' speaking anxiety and its effect on speaking performance. Moreover, the study found out that the students' speaking performance significantly differs between the two groups. The group which has lower anxiety level performed better in speaking performance. Ahmed & Pathan & Khan (2017). The study examined the causes of English language speaking anxiety. It was found out that the myriad factors influence students' anxiety in EFL classroom. In addition, the fear of making

grammatical mistakes plays important role in students' anxiety level. Tulgar (2001) examined the speaking anxiety of Turkish foreign language learners. It was found out that grammar mistakes play important role in learner's anxiety. In brief, it will be difficult for learners who have high anxiety level to share their thoughts and receive the information from interlocutor. Therefore, anxiety plays role important in acquiring language.

In short, English teaching activity needs to accommodate an environment which provides a speaking exposure to students as well as a meaningful activity to decrease students' anxiety level. Communicative language teaching (CLT) is a method that has been implemented in recent decades both in ESL and in EFL country. There have been many studies implementing CLT in language teaching, one of which is a study proposed by Song (2018). It was found out that the use of CLT is able to improve students speaking proficiency. Another study was proposed by Syaputra (2018). The study intended to examine the use of CLT in English language teaching. It was found out that the implementation of CLT in language teaching is able to enhance students' ability in speaking.

Besides communicative environment, comprehensible input also plays important role in acquiring language (Mohtar& Singh & Abdullah & Mat, 2015). Podcasts is famously announced to be taking part in language teaching learning since it brings the closest setting to the target language (Rahman &Atmowardoyo&Salija, 2018). Regarding the usage of podcast in classroom activities, some researchers have offered some point of views and reasons for including Podcasts in language learning classrooms. A study from Samad &Bustari& Ahmad (2017) examined the use of podcast in improving students speaking proficiency as an alternative media. They found out that the implementation of podcast is able to improve students' speaking proficiency. Another study is promoted by Diantilhi (2017). The study implemented podcast in improving students' speaking competency. It was found out that the implementation of podcast is able to promote students' speaking proficiency. Another study was proposed by Ramli (2018).

This study intended to explore the procedure in implementing podcast in teaching listening and speaking. In short, the implementation of podcast in teaching speaking is promising an improvement of students' speaking performance.

Therefore in this research intended to:

- 1) Identify the effect of learners' speaking anxiety level after they were taught through integrated teaching learning activity which applied modified CLT principle-based podcast procedures.
- 2) Examine each of learners' speaking anxiety aspects and its correlation to their speaking performance.

II. Methodology

This study employs quantitative method to answer the research questions. In addition, foreign language anxiety questionnaire was applied to measure students' speaking anxiety. Moreover, in assessing students' speaking performance, this study implemented scoring rubric adapted based on Brown (2001). In addition to answer second research question a FLCAS questionnaire from Horwitz, E. K., Horwitz, M. B., & Cope, J. (1986) was implemented.

Sample

This research intends to choose purposive sampling method in selecting the sample. The population taken was senior high school. Therefore, in this study, the population was taken from SMAN 1 Pringsewu, students in SMAN 1 Pringsewu are considered to have good ability in English especially in reading, listening, and writing. However, in productive skill, SMAN 1 Pringsewu students show low participation in speaking activity and also they show low proficiency in speaking and high level of anxiety.

Instrument

Speaking test is administrated in order to see the students speaking ability. The test was administrated two times, pretest and posttest. The test contains information about student's ability in speaking before treatment and after treatment. In order to measure the student's performance in speaking, the researcher used speaking rubric in order to make clear the measurement of the speaking performance doing by the students.

The researcher used FLCAS questionnaire in the form of Likert scale adapted from Horwitz with five degrees option:

Table 1. Specification for Foreign Language Classroom Anxiety Scales

No	Aspects	Number of Items	Percentage
1	Communication Apprehension	1,4,6,14,15,27,29	21%
2	Test Anxiety	5,8,10,11,12,16,17,21,22,25,26,28,30,33	42%
3	Fear of Negative Evaluation	2,3,7,9,13,18,19,20,23,24,31,32	37%
	Total	33 items	100%

III. Findings

a. The effect of learners' speaking anxiety level after they were taught through integrated teaching learning activity which applied modified CLT principle-based podcast procedures.

No	Aspect	Interval	Experimental		Meaning
			Pre	Post	
1	Communicative Apprehension	14 - 17	2	9	Very low
		18 - 21	1	9	Low
		22 - 25	4	6	Medium
		26 - 29	10	3	High
		30 - 33	11	1	Very high
2	Test Anxiety	27 - 36	0	7	Very low
		37 - 46	3	10	Low
		47 - 56	7	9	Medium
		57 - 66	10	2	High
		67 - 76	8	0	Very high
3	Fear of Negative Evaluation	20 - 29	0	10	Very low
		30 - 39	5	10	Low
		40 - 49	5	6	Medium
		50 - 59	9	1	High
		60 - 69	9	0	Very high

During speaking pretest, most of students were in medium to high level of each aspect in anxiety. In addition, after the treatment, it was shown that there is significant decrease of anxiety aspects of communicative apprehension, test anxiety and fear of negative evaluation aspects. In test anxiety, during speaking pretest, most of the students (25 students) were in medium to high level of anxiety. While, after the meetings, there were only 11 students who are in the medium to high level. Similarly, in the third aspect, fear of negative evaluation, there were 23 students in the medium to very high level of anxiety. While in the posttest, there were only 7 students who are in medium to high level of anxiety.

It seems that students were not afraid enough to get corrected by their friends. In addition, in communicative apprehension, most students showed decrease of anxiety level. During speaking posttest, most of the students (25 students) were in medium to very high level of anxiety. While after the treatments, there were only 10 students were in the medium to high level of anxiety. It seems that the students did not hesitate enough to communicate in English after the treatment.

Before testing the hypothesis, normality test was applied to examine whether the data were normally distributed. The table shown that each of the data were normally distributed since the significant value (0.675 for pre anxiety level and 0.713 for post anxiety level) are higher than the significant level (0.05)

Table 13. Test Questionnaire Normality

Class	Static	Shapiro-Wilk	
		df	Sig.
Anxiety Pre test	,973	28	,675
Anxiety Post test	,975	28	,713

After testing the hypothesis, it was found out that there is significant difference of students' speaking anxiety level. It is shown by the significant score which is lower than the significant level ($0.00 < 0.05$). In addition, it could be inferred that there is improvement of students' speaking anxiety level. It is shown by the t value which is higher than the t-table ($8.208 > 1.703$).

Table 15. Difference of Anxiety Test

Pair 1 Anxiety Test Class	Pretest - Posttest	Mean	t	df	Sig. (2-tailed)
		29,321	8,208	27	,000

b. Learners' speaking anxiety aspects and its correlation to their speaking performance.

In addition, the correlation among students' speaking anxiety aspects and students' speaking performance is necessary to be examined to understand in which part that students feel anxious the most. Hence, the result of the research was analyzed. It was found out that each of speaking anxiety aspect has significant correlation to

speaking performance. To the degree that they correlate, the subscale share variance and the magnitude of r^2 indicates the amount of variance that is interrelated (Hatch & Lazarson, 1991). In addition the correlation between communicative apprehension and speaking performance is .342. It indicates that among the three subscales overlap to the extent of r^2 or 11%. In addition it suggests that the overlap of the sub-scales is 14% or almost 14% of the speaking problem in speaking performance is 14%. Furthermore, the variance of test anxiety and speaking performance overlap to 32% in which the correlation between test anxiety and students' speaking performance is .567. In addition, the correlation between negative evaluation and students' speaking performance is .777. It means that the correlation variance overlaps to 60%. Furthermore, the anxiety aspect that influence speaking performance the most is fear of negative evaluation.

Table 3. Correlations among Anxiety Aspects and Speaking Performance

	Communicative Apprehension	Test Anxiety	Negative Evaluation	Speaking Score
Pearson Correlation	-.342*	-.538**	-.777	1
Sig. (2-tailed)	.033	.000	.000	

IV. Discussions

Referring the result of the research on students' anxiety level, it is found out that most of the students were in high level of anxiety level. It could be inferred that during the speaking assessment some students showed hesitation to speak and they tend to revising the sentence structure and the vocabulary. Furthermore, learning foreign language is different from acquiring the first language (Castello, 2015).

However, it is obvious that test-anxiety (TA) and fear of negative evaluation (FNE) are significantly dominant performance anxieties, whereas communication apprehension (CA) ranks third. It can be said that fear of negative evaluation and test-anxiety are major factors that may evoke English-speaking anxiety among the students in this group, whereas a less frequent factor is communication apprehension. In addition, the correlation of each anxiety aspect show that fear of negative evaluation aspect has the strongest correlation. It could be inferred that students were still afraid to produce utterances during the speaking assessment. Furthermore, it could be inferred during the teaching learning, some students spotted accidentally correcting their friend sentence or the way how they pronunciation. Therefore this act may lead students' feeling anxious and they become frustrated. Since the learning foreign language is different from acquiring mother tongue, Students tend to be more careful in selecting words or sentences and they become more sensitive in committing error or mistake. Once students get interrupted while they are speaking, students will lose their focus while they are constructing the answer or preparing what they want to produce (Ohata, 2005). In short, this will enhance student's sensitivity in filtering the output. This is since students (EFL Learners) were afraid to be laughed at when they produce orally. Therefore, fear of negative evaluation contributes almost 60% to students' anxiety level in speaking performance.

The next correlated aspect is test anxiety, test anxiety contributes 30% to students anxiety level in speaking performance. The limited time given to students for preparing material especially speaking, learners may feel under pressure (Ohata, 2005). In addition, for speaking assessment, teacher always use presentation method or interview. These method of speaking assessment enhance students' anxious and it might drive students to feel insecure.

The last correlated is communicative apprehension. It contributes 14 % to students' speaking anxiety in speaking performance. However, communication apprehension, although not prevalent in this study, is dominant in Woodrow's (2006) study. She found that the most frequent source of anxiety is interacting with native speakers which is the most referred to out-of-class stressor. Woodrow explained that these students are living in the target language environment in which daily life oral communication plays its role. However, it could be inferred that the students are not anxious enough in communicating English in daily since they are not living in target language environment.

The strong correlation between students' speaking anxiety and students' speaking performance result in students' attitude in teaching learning. Most of the students result in negative attitude in teaching learning activity. It could be inferred that the most of the students find it difficult to acquire the expected level of proficiency in speaking English class. Hence the teaching learning of speaking activity stuck in presenting ideas and interviewing. The monotonous activity enhance students boredom. This result in students attitude in teaching learning of speaking activity.

However, the result shows that the implementation of modified CLT principle-based podcast procedure could facilitate in reducing students' anxiety level. In addition, students showed decrease anxiety level gradually. It was reported that the students actively followed the teaching learning. It could be indicated that the use of podcast as the media in teaching learning could aid students' anxiety successfully. Furthermore, the use of podcast as the media could reduce students' anxiety by offering new vocabulary, expressions, also getting familiar with the topic (Atma, 2008). Furthermore the activity was done in rapid situation to reduce students'

anxiety on being corrected by their friends. This result is inline with several previous study that applied CLT as their teaching principle (Syaputra, 2018; Song 2018). They claim that the implementation of podcast could reduce students' speaking anxiety and also could give positive attitude towards the activity.

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