

THE CORRELATION AMONG SPEAKING ANXIETY, SELF-CONFIDENCE, AND SPEAKING ACHIEVEMENT OF UNDERGRADUATE EFL STUDENTS OF TRIDINANTI UNIVERSITY PALEMBANG

Gaya Tridinanti

Faculty of Teacher and Training
Tridinanti University of Palembang
South Sumatera, Indonesia
e-mail: gayatridinanti@gmail.com

Abstract: Speaking in a foreign language can be influenced by psychological aspects that are: anxiety and self-confidence. When the learners have high feeling of anxiety, worry, fear and less confidence in a foreign language class, they may have difficulty to increase their ability and get language acquisition. This study aims to determine the relationship among the students' speaking anxiety, self-confidence, and speaking achievement. Correlational method was used as a research method in this study. The data were collected by asking twenty eight of fifth semester students to do short monologue which was scored by two raters administering two questionnaires. The data were analyzed by using descriptive and correlational analyses. There were two results found. First of all, the students' speaking anxiety had significant correlation with their speaking achievement. It was found that correlation coefficient level between students' speaking anxiety and speaking achievement was (0.010). Second of all, the correlation coefficient level between students' self-confidence and speaking achievement was not correlated (0.425). Therefore, it is important for teachers and lecturers to encourage students and practice speaking English, especially to avoid the English speaking anxiety in the classroom.

Keywords: speaking anxiety, self-confidence, speaking achievement.

Introduction

English is an international language so it is an important means of communication. English has become one of the foreign languages taught to students in Indonesia. It has a central role in the development of students' intellectual, social, and emotional life. The determination is a key to success, which is learning in all areas of study, not only in a field of study, a curriculum in a language. English can be used as a lingua franca for higher education. According to Hammer [8] lingua franca is an intermediate language or language of association in a place where there are speakers of different languages. In Indonesia, English is usually taught or learned as a first foreign language for the practical use of everyday communication. People use English for communication especially with foreigners who speak different languages. Therefore English is becoming important in communicating with foreigners.

English teachers require four skills in English teaching, namely listening, speaking, reading, and writing skills. Of the four skills, speaking is the most important skill in communicating. As stated by Anderson and Bachman [1] that speaking skill is an important part of the curriculum of language teaching. Speaking skill is also an important object of assessment.

In addition, Turk [18] states that anyone who wants to improve his/her speaking skills, should have self-awareness, self-motivation, behavior patterns and efforts to avoid communication errors. Thus, it can be stated that speaking skill is an important skill for one's master level since the beginning of language learning. His/her motivation and his/her environment is also a determining factor in improving speaking skills.

Morozova [13] states that speaking is one of the most important language skill. This skill can be developed and enhanced as an effective means of communication. This skill is very important for students in communicating effectively through spoken language. The inability of students in speaking a foreign language can cause them to be unable to express their ideas even in simple conversations.

In addition, Burn and Joyce [4] state that one of the main objectives of a language learning program is to develop speaking skill and integrate spoken and written language. Language learning means using language in communication both in spoken and written form, and being able to express feelings, thoughts, and experiences in various contexts.

In Indonesia, there are some problems in speaking skill learning. First of all, students feel bored in speaking English learning because they have difficulty in remembering words and pronouncing English. Second of

all, students rarely use English to communicate both in the classroom and outside the classroom. This makes them unaccustomed to speak English well. Third of all, students only remember the words when they have to practice speaking in front of the class. They usually only speak with similar words and phrases in the book. They do not understand the content being spoken and they do not speak spontaneously using their own words. In order to meet the target of learning English speaking skill has several problems, both internal and external. Internally, speaking skill learning makes them feel anxious. They may be reluctant to use the target language because they may be afraid of making a mistake. Students may feel uncomfortable speaking English because they do not use the means of communication that they usually do [14].

In the early stages of language learning, students usually face many difficulties, especially in understanding grammar and others. Students feel difficult, even students feel uncomfortable and make mistakes, then students experience anxiety in speaking. Once a student experiences recurring anxiety, he/she will then associate the anxiety of speaking with a second language [12]. On the other hand, a student who is competent in language learning but thinks that he/she is not successful in the class, can be considered that he/she lacks confidence. One's confidence to meet the learning objectives of a language is related to the development of his/her skills. Various factors can decrease confidence. For example, someone who is competent for a job but is hesitant to start a job because of low self-confidence.

Rubio [16] states that the center of self-confidence is cognition, therefore the success or failure of a person is felt cognitively. According to the English Proficiency Index [7], Indonesia ranks 24th among 63 countries in the world. Meanwhile in 2015, the results showed that Indonesia was 30th among 70 countries. It means that speaking skill is still low. It is important for teachers and lecturers to encourage and motivate students to speak English, especially in the classroom.

The results of early observation in English study program in Tridinanti University Palembang in September 2016, the condition of students speaking skill of the fifth semester students were; first, the students feel uncomfortable to speak in front of the class, they have no preparation and not enough English words to perform. Second of all, many students felt less confidence to speak English because they were still thinking about English structural sentences. Then students felt intimidated by the lecturers who gave many assignments to do. Furthermore, students do not speak English because they are afraid of making mistakes. Finally, most students do not have the opportunity to engage in English communication activities because only the smarter students are more active and dominate the English learning. Based on the explanation above the researcher is interested in conducting the research entitled "The Correlation among Speaking Anxiety, Self-Confidence, and Speaking Achievement of Undergraduate EFL Students of Tridinanti University Palembang."

Literature review

According to Nunan [15], speaking is a productive oral skill performed by two or more people. A speech act usually consists of at least one speaker, a transmitted message, and a message recipient or the receiver. Hammer [8] states that a person's fluent speaking skills not only presuppose knowledge features (e.g. speech, expressive, lexical and grammatical tools as well as language of negation) but also a skill to process information (e.g. language processing, interacting with others and information processing).

Meanwhile, Brown and Yule [3] state that there is a clear distinction in speaking between interactional functions and transactional functions that focus on exchange of information. Chaney [5] says that speaking is an interaction process between two or more people by developing and sharing understanding through the use of verbal and non verbal symbols, in various contexts. Brown [2] says that speaking ability focuses on two things, namely: the form and the function of the language. The form would focus on how to use a language suitable to the pattern, structure, vocabulary and elements of a language. Then, function would focus on how to use a language and on the objectives of using the language.

Brown [2] describes some speech characteristics that make speech acts easy or difficult. The descriptions are mentioned below.

1. Clustering, Speaking English fluently, i.e. someone who can speak in phrases (groups of words), not just word in word. Therefore, students can determine learning outcomes by using cognitive and physical abilities through such groupings.

2. Redundancy, Speakers have an opportunity to decipher a word more clearly through English redundancy. Therefore, students can take advantage of this oral language feature.

3. Reduced forms, Doing contractions, reducing vocals, etc., are forms of problems in learning English speaking skills. Students who do not perform daily contractions can sometimes develop rigid and nerdy speaking qualities that in turn stigmatize them.

4. Variable performance, One of the advantages of English speaking skill is the ability to think when a person speaks allowing them to convey certain doubts, pauses, repetitions, and corrections. Students can learn how to pause and hesitate. For example "thinking time" is not silent, but filled with utterances: uh, uhm, okay, you know, and so on. One of the most striking differences between native speakers and non-native speakers of a language is the delivery of their hesitant attitude.

5. Colloquial Language, The use of everyday English by ensuring that students really know the words, idioms, and phrases of colloquial language and they practice it in everyday speech.

6. Delivery rate, One of the characteristics of fluency in speaking English. The teacher helps the student in achieving the level of fluency of speech.

7. Stress, rhythm, and intonation, All three are important features in English pronunciation. Rhythm emphasizes time limits and intonation patterns are important in conveying the message.

8. Interaction, Learning to practice a language in a foreign place will encourage excellent speaking skills in both language components and creativity in conversation.

Horwitz and Cope [9] argue that anxiety is the subjective feeling of a person in the form of tension, fear, nervousness and anxiety. It deals with the response of the autonomic nervous system.

Meanwhile, Tsiplakides [17] states that speaking anxiety is a person's reluctance to participate in conversations using a particular language. It is due to lack of motivation and low performance. Speaking anxiety is a common phenomenon in learning English as a foreign language. English as foreign language learners exhibit more anxiety in speaking a foreign language. Moreover, for the learners who have low ability and less practice in learning English as a second or foreign language in the classroom it does not necessarily make a person experience a language learning that is free of anxiety. In examining English-speaking students on how they learn a foreign language, Cohen and Norst [6] found that students have expressed their fears and anxiety when they are put in situations where they have to perform before their peers and teacher. These fears and anxiety are reflected not only through the use of such words as "embarrassment", "trauma", "unnerving", "frightening", "resentment", "frustration" and so on, but also through their physical responses. As for the foreign language learners, the higher the level of anxiety of learners in speaking English then the lower their ability in speaking. Then, the lower the level of anxiety of learners in speaking English then the higher their ability in speaking.

According to the research conducted by Kayaoglu and Saglamel [10] they found several causes of language anxiety. They are: (1) linguistic difficulty in the form of lack of vocabulary, lack of grammatical understanding and bad pronunciation; (2) cognitive challenges in the form of feelings of fear that they cannot communicate, fear of failing the test, the fear of making mistakes, shame to fail in front of others, low self-esteem; (3) lack of understanding of the original language; (4) teacher's role and competitiveness. The results showed that the speaking anxiety of respondents was more due to linguistic difficulty, especially the lack of vocabulary, less understanding of grammar, and bad pronunciation.

Based on the above description, then the characteristics of someone who has confidence is daring to appear with confidence, dare to voice views that are not popular and willing to sacrifice for the truth, firm, more tolerant, perceive oneself as productive, capable people facing challenges and easily mastering work or self-skill, trusting yourself as a catalyst, mover, and pioneer, and feeling that their abilities are superior to most other people, feeling adequately to the action, feel accepted by his group, and have a calm attitude.

Research method

In this research, the researcher concentrated on three variables. They were: students' level of anxiety to speak English, students' level of confidence to speak English, and students' English speaking achievement. The three problems are related to the psychological condition of students in learning English as a foreign language.

A correlational design was employed to analyze the relationship among students' speaking anxiety, students' self-confidence and students' speaking achievement. This correlational study aims to analyze "the extent to which differences in one characteristic or variable are related to differences in one or more other characteristics or variables" [11]. States that the a correlation occurs if the independent variable (X) increases and the dependent variable (Y) also increases. However, if the correlation coefficient obtained by 0.00 shows no correlation between research variables.

The population in this study is all fifth semester students in the English Language Education Study Program of Tridinanti University - Palembang in the academic year 2016-2017. It consisted of two classes, regular A and regular B, that have different number of students from each semester. Therefore, the researcher used convenience non-random sampling. The researcher has chosen the fifth semester students of English Education Study Program as a sample. There were 28 students which followed the speaking test that the researcher distributed.

The researcher distributed the questionnaires and conducted the speaking test in two sessions. For the first meeting the researcher gave the instruction about the upcoming speaking test for the next meeting. Then for the second meeting an individual speaking test for each student—with certain topics in 7-10 minutes was conducted. After that, the researcher distributed the questionnaires. There were two questionnaires: speaking anxiety questionnaire consisting of 17 items and self-confidence questionnaire consisting of items.

To calculate the correlation between independent variables (speaking anxiety and self-confidence) and dependent variable (speech achievement), Pearson Product Moment correlation coefficient is used. Then, in analyzing the data, the researcher focused on questionnaires and speaking test. The data obtained from the questionnaires and speaking test were calculated by using SPSS 22.

Results

The result of descriptive analysis shows that speaking anxiety score mean was 52.14, minimum score was 33, maximum score was 73, and the standard deviation was 8.263. There were three categories of students' speaking anxiety: high, medium and low. There were 3.57% students classified in high category, 53.5% students were classified in medium category and 42.9% students were classified in low category. In other words, it was assumed that the fifth semester students of the English

Education Study Program in Tridianti University – Palembang had medium level of speaking anxiety.

The result of descriptive analysis shows that self-confidence score mean was 72.64, minimum score was 56, maximum score was 87 a, and the standard deviation was 7.504. There were three categories of self-confidence: high, medium and low. There was none of students categorized in high level of self-confidence, 82.1% students were classified in medium level and 17.9% students were classified in low level of self confidence. It means that the fifth semester students of the English Education Study Program in Tridianti University - Palembang had medium level of self-confidence.

The last is speaking achievement; the mean score was 71.96, minimum score was 45, maximum score was 100 and the standard deviation was 16.518. There were five categories in this variable; excellent, good, average, poor and very poor. 32.1% students were classified in excellent category, 32.1% students were classified in good category, and 35.8 students were classified in average category. In contrast, there were none of students classified in poor and very poor categories.

To find out whether there is a correlation between independent variables (speaking anxiety and self-confidence) and dependent variable (speech achievement), Pearson Product Moment correlation coefficient is used with SPSS 24. It was found that the correlation coefficient between students' speaking anxiety and their

speaking achievement was 0.010 at the significant level of 0.480. It means students' speaking anxiety and their speaking achievement were significantly correlated since the p-value (0.010) was lower than 0.05. Both variables were correlated with each other in a low level strength.

The analysis of self-confidence was conducted separately. It was found that correlation coefficient between students' self-confidence and speaking achievement was 0.157 at the significance level of 0.425. It means students' self-confidence and speaking achievement were not correlated since the p-value (0.425) was higher than 0.05.

Conclusions

It could be summarized both problems of the study were addressed. The researcher drew some conclusions, as follows:

1. Speaking anxiety has a significant correlation with the speaking achievement with a significance p-value of 0.010 lower than 0.05.

2. Self-confidence does not have a significant correlation with speaking achievement with a significance p-value of 0.425 higher than 0.05.

Therefore, it is important for teachers and lecturers to encourage students and practice speaking English, especially to avoid the English speaking anxiety in the classroom.

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