STUDENTS LANGUAGE ANXIETY THROUGH MEMORIZATION: AN ANALYSIS OF PERFORMANCE AND BEHAVIOR IN A SPEAKING

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ABSTRACT

The objectives of the research was (1) to know the students speaking performance through memorization have an effect on student's language anxiety and (2) to know the student's speaking behaviors through memorization have an effect on student's language anxiety.

The researcher applied quasi-experimental method. There were two classes namely control and experimental group. The Population of this research were tudents at SMAN Nasional Makassar which consisted of 270 students. The sampling technique in this research was random sampling. The researcher chose sample by selecting the sample and took two classes from second grade at SMAN Nasional Makassar. The classes consisted of 30 students. So, the total samples of this research were 60 students.. The research data were collected using test, questionnaire and analyzed by means descriptive statistic through SPSS version 16 for windows program.

The result of this research showed that (1) the students speaking performance through memorization have an effect on student's language anxiety. (2) the student's speaking behaviors through memorization have an effect on student's language anxiety.

Keywords: Language Anxiety, Memorization, Performance, Behavior, Speaking

Introduction

In Indonesia, English is a subject to learn from elementary school to university levels. Elementary school especially in Makassar provides English as a local content which is not a "must" to teach. Whereas, junior high school and senior high school levels provide English as a compulsory subject that is included into the national curriculum. English as a compulsory subject for the students in secondary levels is because the students in that level are considered able to learn four English skills. The students can coordinate what they listen, speak, read and write. Besides that, it is prepared for the students in secondary levels to have a skill that perhaps will support their future career. One of the crucial skills is speaking that is considered important to support their career. It is because the role of English as international language, so that the students are expected able to communicate on global scale and do their career easier than those who are not mastering English. Finally, English is become a compulsory subject in secondary levels in Indonesia.

Speaking is the process of delivering message using verbal and non-verbal symbols for building and sharing meaning in a variety of contexts (Chaney and Burk, 1998: 13). It also consists of creating a meaningful communication between two or more people in order to get the respond from the listeners and learn how to follow the social and cultural rules appropriately in

communication circumstance. That is the reason why the speakers do not only need to produce the words in an ordinary voice but also need to establish a meaningful communication.

In daily language teaching, the composition of teaching speaking and writing or reading was not balance. Even, most of us speak more than we write in daily life, yet many English teachers still spend the majority of class time on reading and writing practice. Speaking and listening skills were almost neglected. When the goal of learning a language is to communicate, the speaking skill should be taught and practiced in the language classroom. Therefore, if the students have no chance to speak in the language classroom they will not be motivated and lost their interest in learning. The students practice speaking English just in teaching learning process and they will use their mother tongue outside of the class.

The very limited chance to practice can be the causes of being not confidence, shyness and silence that impede a natural communication. They often just keep silent in the Speaking English Classroom. Students might have so many ideas to convey but they often get difficulty in uttering or saying what they supposed to say. The students may feel uncomfortable to speak in the formal classroom situation. They are afraid that the teacher will assess them for every statement that they say and they are not ready to get negative evaluation from their teacher. If it occurs in the Speaking English Classroom, then the class will be passive because there is no communicative activity. The teacher will be the only one who holds almost all of the speaking activities. many students and teachers are not aware of this existing case. Students, who are not aware of their own anxiety problem, will always find themselves in difficult situation, well inside or outside the classroom.

In the classroom, speaking anxiety can make some students choose to rather stay away from the English class than be exposed to anxiety-provoking situations. When they attend the class, they prefer to sit passively in the classroom and communicate less than the students who do not feel speaking anxiety. All of this can eventually lead to lower grades. When they are confronted with speaking anxiety outside the class, they will get difficulty to socialize with new people. Teacher also has a huge responsibility in this case. When teachers are not well aware of students' speaking anxiety and are not familiar with the ways of lowering the anxiety, the goal of reducing speaking anxiety cannot be effectively reached.

Therefore, teacher has an important role to help the students in reducing or at least minimizing the students' speaking anxiety. Jocelyn (2010: 4) argues that reducing the speaking anxiety can be done when the teachers are well aware of the existence of the anxiety and students' belief about language learning. Reducing speaking anxiety makes students' learning process more enjoyable and enhances their English learning achievement. Ewald (in Dunn, 2012: 57) adds that language learners desire to be challenged in a communicative classroom where the teacher works to create comprehensible input, but also challenges the learners without making them feel anxious. Therefore, teacher needs to know which students who have high and low anxiety.

To ensure the success of English education in primary schools, students' speaking anxiety is a significant issue which cannot be ignored. This can be the reason why the researcher needs to investigate this case in order to provide some strategies for the English teacher to reduce the students' speaking anxiety. There are any kind of symptoms which can help the English teachers to identify the students who suffering from speaking anxiety. Then, the teachers can design sufficient teaching techniques for the anxious students like using memorization.

Memorizing is the process of establishing information in memory. The term 'memorizing' usually refers to the conscious processes." This means the learners use memorization consciously and they think about the process of memorization when they are applying it. This technique is

similar to a description of a cognitive learning strategy called rehearsal (O'Malley & Chamot, 1990).

There are two possibilities, which occur to the students who are suffering from speaking anxiety. Speaking anxiety could be in the form of facilitative or debilitative anxiety. Language anxiety obviously effect students' oral performance in language teaching. They get nervous when their teacher calls their name to perform in front of the class. Even when they have prepared the script, they will easily forget about what they have to say. Students with high level of anxiety will face those symptoms since they still cannot control themselves.

Review of Related Literature

Speaking Anxiety

Anxiety is defined as a state of uneasiness and apprehension or fear caused by the anticipation of something threatening (Kostic – Bobanovic, 2004:5). For anxiety concerning English speaking, in their research, Yaikhong-Usaha (2012:24) affirmed that the communication anxiety of the Basic Signal Officers in the English classroom at the Signal School was caused by the inadequate chance for students to contribute in classroom communication, lack of confidence when communicating English in the classroom, and also by affective factors like interpersonal evaluation, classroom activities and methods, as well as self-esteem. Furthermore, speaking in class is most frequently difficult for anxious students even though they are pretty good at responding to a drill or giving prepared speeches.

Difficulty in speaking in class is probably the most frequently cited concern of the anxious foreign language students seeking help at the Learning Skill Center (LSC). Students often report that they feel fairly comfortable responding to a drill or delivering prepared speeches in their foreign language class but tend to "freeze" in a role-play situation.

Acquiring a second and foreign language is a difficult and complex process. In the early stages of learning a second and foreign language, learners pass through developmental stages similar to those when learning a first language. Early on, students may make error in their use of grammar or vocabulary, just as first language learners do. Although the process of second language acquisition varies with each student, depending on various factors, it is important to acknowledge that all students go through general developmental.

By increasing exposure to the English language, students' progress from acquiring social language to the more complex academic language. Social language is considered conversational, contextualized language and can be developed within two to three years. Academic language is defined as the combination of cognitive skills and content knowledge necessary for successful academic performance at secondary and university levels.

Difficulty in speaking in dyads or groups (oral communication anxiety) or in public ("stage fright"), or in listening to or learning a spoken message (receiver anxiety) are all manifestations of communication apprehension. Communication apprehension or some similar reaction obviously plays a large role in foreign language anxiety. People who typically have trouble speaking in groups are likely to experience even greater difficulty speaking in a foreign language class where they have little control of the communicative situation and their performance is constantly monitored. Moreover, in addition to all the usual concerns about oral communication, the foreign language class requires the student to communicate via a medium in which only limited facility is possessed. The special communication apprehension permeating foreign language learning derives from the personal knowledge that one will almost certainly have difficulty understanding others

and making oneself understood. Possibly because of this knowledge, many otherwise talkative people are silent in a foreign language class. And yet, the converse also seems to be true. Ordinarily self-conscious and inhibited speakers may find that communicating in a foreign language makes them feel as if someone else is speaking and they therefore feel less anxious. This phenomenon may be similar to stutterers who are sometimes able to enunciate normally when singing or acting.

Second language anxiety has a debilitating effect on the oral performance of speakers of English as a second language. A study conducted by Woodrow (2006:320) found that English language learners from Confucian Heritage Cultures (CHCs), China, Korea and Japan were more anxious language learners than other ethnic groups. Foreign language anxiety is a complex phenomenon that possibly relates to many factors existing in learning processes. The interpersonal network of language contacts, including academic, family, and social-institutional environments have a seemingly positive effect upon developing language competence and bilingualism. Foreign language anxiety seems to be the common experiences among EFL learners. Dixson (1991:22) investigated the relationship between anxiety and listening comprehension, he suggests that anxious students had difficulty grasping the content of a target language message. Another study was conducted by Cheng in 1996. Her study found out a strong correlation between EFL learning and EFL anxiety in writing and speaking.

Furthermore, some researchers indicated that anxiety is an important factor in foreign language reading difficulties. In addition, Sellers (2000:515) who explored the relationship between language anxiety and reading comprehension in Spanish as a foreign language, the results indicated that more highly anxious students tend to recall less passage content than the students with lower anxiety.

However, manifestations of communication anxiety (CA) are difficulty in speaking:
1. In pairs or groups (oral communication anxiety)
2. In a class or in public (stage fright)
3. In listening to a spoken message (receiver anxiety)

Communication apprehension also plays an important role in English foreign language (EFL) learning because it can be positive or negative according to the level of apprehension felt by the learner. A certain degree of CA is inevitable although it varies from person to person. A high level of CA may hinder learning of a foreign language. Researchers have classified the factors that lead to CA inside the EFL classroom into three categories:
  a) Psychological factors which include emotion, self-esteem, anxiety, attitude, fear and motivation.
  b) Instructional factors which include goals, teacher, method, text, time, intensity and means of evaluation.
  c) Socio-cultural factors which include acculturation, social distance, second versus foreign language learning and culturally accepted thought.

People whose typical communication apprehension is high tend to encounter even greater difficulty communicating in a foreign language class where they have little control of the communicative situation. Of course, there are students who do not show any significant CA while speaking in their native language (mother tongue), but who get nervous when they are supposed to speak in a foreign language.

Communication anxiety appears when there is a disparity between learners mature thoughts and their immature foreign language proficiency. The inability to express oneself fully or to understand others not only lead to frustration and apprehension in typical apprehensive

communicators but also make many otherwise talkative people become silent and reserved in a foreign language class.

Memorization as a Learning Strategy

Many definitions about memorization can be found in various literature, studies and dictionaries. For example, according to Richards, Platt, and Platt (1992, p. 226), "Memorizing is the process of establishing information in memory. The term 'memorizing' usually refers to the conscious processes." It means that the learners use memorization consciously and think about the process of memorization when they are applying it. Another explanation can be found in the *Oxford Advanced Learner's Dictionary* (2005), that "Memorizing is to learn something carefully so that you can remember it exactly." This technique is similar to a description of a cognitive learning strategy called rehearsal (O'Malley & Chamot, 1990).

Cook believes that Repetition and learning by heart are two of the most valuable, pleasurable and efficient uses of language learning activities, and that they can bring with them sensations of those indefinable, overused yet still valuable goals for the language learner: being involved in the authentic and communicative use of language. (1994, p. 133) Kovecses and Szabo (1995) found positive learning effects for students memorizing phrasal verbs. For these authors, memorization is considered a strategy, and not necessarily a negative one.

Methodology

The researcher applied quasi-experimental method. There were two classes namely control and experimental group. The Population of this research was students at SMAN Nasional Makassar which consisted of 270 students. The sampling technique in this research was random sampling. The researcher chose sample by selecting the sample and took two classes from second grade at SMAN Nasional Makassar. The classes consisted of 30 students. So, the total samples of this research were 60 students.. The research data were collected using test, questionnaire and analyzed by means descriptive statistic through SPSS version 16 for windows program.

Findings
The Interpretation of the Result of Students' Achievement Test

This section deals with the presentation and the elaboration of data about pretest and posttest, and the students' improvement in learning speaking before and after employing treatments. In addition, mean score of pretest, posttest, and questionnaire and standard deviation of pretest and posttest as consideration in this research is also explored further. The detailed results are provided in the further presentation of the data.

The presentation of the data in this part is obtained through the speaking test interpretations. The interpretations are taken from mean score, standard deviation, frequency, and any other supporting source of statistical elements.

a. Scoring classification of the students' pretest for experimental and control group

As being stated earlier that after tabulating and analyzing the students' scores into percentage, they were classified into six levels based on Puskur (2006:35). The following table is the students' pretest score and percentage of experimental and control group.

Table 1 The Percentage of Students' Pretest Score

Classification	Score	Experimental Group		Control Group	
		Frequency	Percentage	Frequency	Percentage
Very Good	81-100	0	0	1	5.0
Good	61-80	2	10.0	1	5.0
Fair	41-60	5	25.0	11	55.0
Poor	21-40	13	65.0	7	35.0
Very Poor	1-20	0	0	0	0
Total		20	100%	20	100%

Based on the data in Table 1, experimental group showed that out of 20 students, there was none of them categorized as very good. There were 2(10%) students yielded good. In the next level categorized as fair which was dominated by 5 (25%) students. There were 13 (65%) students positioned in category of poor. There was none of them categorized very poor.

In control group, the data indicated that out of 20 students,1 (5%) of them gained very good and good classification. There were 11 (55%) students classified as fair. In poor classification, there were 7 (35%) students. There was none of them categorized very poor classification.

b. *The mean score and standard deviation of students' pretest for experimental and control group*

Before the treatments were performed, both experimental and control group were given pretest to know the students' prior knowledge. Furthermore, the purpose of the test was to find out whether both experimental group and control group were at the same level or not.

After calculating the result of the students' pretest, the mean score and standard deviation are presented in the following table.

Table 2 The Mean Score and Standard Deviation of Students' Pretest

Group	Mean Score	Standard Deviation
Experimental	36.340	11.480
Control	46.355	13.992

Based on the classification of vocabulary test, the mean score of the control group (46.355) was considered fair with the standard deviation 13.992. In the experimental group, also the category of fair was clearly identified since the mean score was 36.340 with the standard deviation 11.480.

Both mean scores of the control group and experimental group are slightly different. Even though there is a different value between the control and the experimental group, the control group is higher than experimental group but both of them are still categorized as fair from five levels. It indicates that the two points of the classification reached by the students are still low.

c. *Scoring classification of the students' posttest for experimental and control group*

The scores of students' vocabulary achievement were classified into five levels. Those score then were tabulated and analyzed into percentage. The following table is the statistical summary of the students' posttest of both groups.

Table 3 The Percentage of Students' Posttest Score

Classification	Score	Experimental Group		Control Group	
		Frequency	Percentage	Frequency	Percentage
Very Good	81-100	7	35.0	0	0
Good	61-80	9	45.0	12	60.0
Fair	41-60	4	20.0	8	40.0
Poor	21-40	0	0	0	0
Very Poor	1-20	0	0	0	0
Total		20	100%	20	100%

From the classification, the scores, and the rate percentage of the experimental group illustrated in the table above that out of 20 students, two of the bottom categories, poor and very poor were not employed by anyone of them. There were 4 (20%) students leveled as fair and 9 (45%) students named as good. In this group, there were 7 (35%) students have the ability to gain the very good level. In control group showed that out of 20 students, for a very good category, it was reported that no one reached them (00.00%) and 12 (65%) students mentioned as good. In the next level categorized as fair which was dominated by 8 (40.0%) students. For poor and very poor category, it was reported that no one reached them (00.00%).

Based on the description above, it is clear that there is a much more significant improvement of speaking reached out by the students in experimental group through treating those students during the research.

d. The mean score and standard deviation of students' posttest for experimental and control group

The result of the posttest employed to the control and experimental group was defined to be the way to know the mean score and the standard deviation. The following table presents the mean score and the standard deviation of both groups.

Table 4 The Mean Score and Standard Deviation of Students' Posttest

Group	Mean Score	Standard Deviation
Experimental	72.450	13.650
Control	62.460	9.328

It can be observed in the table above that the control group was valued 62.460 for its mean score with the standard deviation obtained 9.328. For the experimental group, the mean score was 72.450 with the standard deviation valued at 13.650. It can be referred from the description about the mean score and the standard deviation for both control and experimental groups before and after the research (pretest and posttest) that although the control group has a little improvement in enriching the vocabulary from the mean score 46.335 in pretest to 62.460 in posttest, but the level of the six category is still in fair level. Following the control group, the experimental group also

shows an improvement in enriching vocabulary. But, the experimental group produces a better improvement or a higher achievement that turns from 36.340 in pretest to 72.450 in posttest or fair classification to good classification.

e. Test of significance (t-test)

T-test is a test to measure whether or not there is a significant difference between the results of the students' mean scores in the pretest and the posttest yielded by the control and the experimental group. By using inferential analysis of t-test or test of significance run by SPSS Version 16, the significant differences can be easier to analyze. The level of significance is (α) = 0.05 and the degree of freedom (df) = 19, N1+N2 – 2, the number of students of both groups (each 20). The following table illustrates the t-test value result:

Table 5 The Paired t-test Value of Students' Achievement on Control and Experimental Group

Variables	Probability Value	α	Remarks
Pretest of control and experimental group	0.19	0.05	Not Significant
Posttest of control and experimental group	0.00	0.05	Significantly different

Based on the result of data analysis as summarized in table 4.5 pretest of control and experimental group, the researcher found that the p-Value (probability value) is higher than α (0.19 > 0.05) and the degree of freedom 19. The t-test value of experimental and control group in pretest was remarked not significant. Meanwhile, the p-Value of posttest from both groups was lower than α (0.00 < 0.05) and the degree of freedom was 19. The t-test value of both groups in posttest was remarked significantly different. It indicated that the alternative hypothesis (H_1) was accepted and, of course, the null hypothesis (H_0) was rejected. It showed that the use of method significantly enrich students' speaking in the experimental group. It is more effective, more productive and faster to enrich the students' speaking ability.

The Result Data Analysis on the Questionnaire
The purpose of the questionnaires distribution was to know the students' interest during the research. The questionnaire was distributed to the students in experimental group only after having treatments. All of the questions were answered individually based on their opinion after having treatments. Each questionnaire contained 20 statements in which 10 statements were positive and 10 statements were negative. The options of the questionnaires were (1) Strongly Agree, (2) Agree, (3) Undecided, (4) Disagree, and (5) Strongly Disagree. All five options of the responses were given values differently. As mentioned in the previous chapter, the scoring of the questionnaires was analyzed statistically based on the application of Likert Scale. The result shows the student's speaking behaviors through memorization have an effect on student's language anxiety. This is indicated by the percentage of the students' questionnaire shown in the following table:
Table 6 The Percentage of Students' Behavior

No.	Classification	Range	Frequency	Percentage
1.	Strongly Agree	85 – 100	6	30 %
2.	Agree	69 – 84	12	60 %
3.	Undecided	51 – 68	1	5 %
4.	Disagree	36 – 50	1	5 %
5.	Strongly Disagree	20 – 35	0	00.00
Total			20	100

Based on the classification above, it indicated that the overall responses were only in strongly agree, agree and undicided classification. From 20 students, 6 (30.00%) of them reached the high classification, strongly agree. The rest 12 (60.00%) students were categorized as agree classification and 1 (5%) were categorized as undecided. From all classifications, 1 (5%) of the students were categorized as disagree and none in category strongly disagree. From the data, it was found that all of the students had agreed the student's speaking behaviors through memorization have an effect on student's language anxiety.

Table 7 The Mean Score of Students' Behavior
Total Respondent	Total of Students' Score	Mean
20	1653	82.65

In relation to the mean score above, the students reached 82.65, it can be concluded that the students of experimental group had a high interest in mastering speaking by using the method.

Discussion
The discussion section deals with the interpretation of test result both pretest and posttest and description of data gained from the questionnaire which is presented based on the student's speaking behaviors through memorization have an effect on student's language anxiety.

The Students Speaking Performance through Memorization Have an Effect on Student's Language Anxiety.

Based on the collected data through the pretest and posttest, the comparison of the enrichment of students' achievement of experimental and control class can be proved by analyzing result. It can be stated that after giving treatment by the method, the mean score of the experimental group before the treatment was 36.34 and after the treatment the students gained score 72.45. In the experimental group, 18 students dominated 60 % in poor classification in pretest and 10 students in posttest with 34 % domination in very good classification. Meanwhile, in control group showed the mean score was 46.33 before the treatment and 62.46 after the treatment. There were 18 students leveled in fair which dominated 60% in pretest and 9 students also dominated in posttest with 30 %.

By noticing the result of students' pretest, the researcher assumed that the prior knowledge of the students seem lack because the students did not have any knowledge about the test or they are not given the treatment yet by using the method. The result of posttest indicates that the use of Method gives progress significantly toward students' achievement. It means all the students could enrich their speaking; it is proved by the students' mean score before and after the treatment gets increase as stated before. The speaking achievement showed better in the experimental group

compared to the control group. The experimental group was two levels higher than the control group from fair classification turned to good classification.

The statistical data based on the t-test through SPSS Version 16 to test the hypothesis indicated that the probability value of the experimental group is lower than alpha (α) in which (0.000 < 0.05). It meant that the H_1 of the hypothesis was accepted.

The procedure of the treatment has an important role for the students' speaking mastery. It is proved by the enhancement of students' speaking achievement after giving the treatment through memorization.

The Student's Speaking Behaviors through Memorization Have an Effect on Student's Language Anxiety.

The questionnaire was given to the students to cover the statements about the student's speaking behaviors through memorization have an effect on student's language anxiety.

Based on the result of the questionnaire on the experimental group, the interest of the students was dominantly classified as high interest. There was 1 (5%) of them classified as undecided, and 1 (5%) of them classified disagree and none students categorized as strongly disagree. From the result, 12 students dominated (60 %) as agree and 6 (30%) students as strongly agree.

From this fact, it points out that the way of English teacher in conducting materials is closely related to the students' behavior or response toward English teacher. The teacher classroom management brings together experience, ability and feeling as well as toward teaching English as a foreign language.

Hornby (1995:622) states that "one factor that can affect the students' behavior is interest. It forms a feeling towards activities, experiences, or other things." Moreover, it is a set of mentally conditions which consists of combination of prejudice, curiosity, concern or other tendency that can lead someone to particular preference.

The result of questionnaire that was given after the posttest shows that the student's speaking behaviors through memorization have an effect on student's language anxiety. The questionnaire was given after the posttest to experimental group to know the students' interest in using the method to learn speaking. Based on the analysis of questionnaire the researcher concludes that the students are interested in learning speaking through the method.

The students in experimental group generally agree with the implementation of the method because it can build their confidence and they feel more enthusiastic in learning speaking. It can be seen from the mean score of questionnaire, it is 82.65 which is categorized as interesting. No wonder if the result of the posttest was great to support them to enrich their speaking ability. Also are very positively supporting the students in mastering their speaking.

Conclusions

Based on the findings and discussions in the previous chapter, the researcher concludes that the students speaking performance through memorization have an effect on student's language anxiety. The result was based on pretest of control and experimental group, the researcher found that the p-Value (probability value) is higher than α (0.19 > 0.05) and the degree of freedom 19. The t-test value of experimental and control group in pretest was not significant. On the posttest analysis, the p-Value of posttest from both groups was lower than α (0.00 < 0.05) and the degree of freedom was 19. The t-test value of both groups in posttest was significantly different. Based

on the result analysis, it indicated that the alternative hypothesis (H_1) was accepted and, of course, the null hypothesis (H_0) was rejected. It showed that the use of method significantly enrich students' speaking in the experimental group. It is more effective, more productive and faster to enrich the students' speaking ability. The student's speaking behaviors through memorization have an effect on student's language anxiety and it is very exciting and challenging activity. The result based on questionnaire which showed that from 30 students, 10 (34.00%) of them reached the high classification, strongly agree. The rest 12 (40.00%) students were categorized as agree classification and 6 (20%) were categorized as undecided. From all classifications, 4 (6%) of the students were categorized as disagree and none in category strongly disagree.