English Language Anxiety and its Impacts on des' Oral Communication among Indonesian Students: A Case Study at Tadulako University and Universitas Negeri Makassar

Mawardin M. Said Universitas Tadulako
Sukardi Weda Universitas Negeri Makassar

Bio-Profile: Mawardin M. Said was born in Hegothistr's gre Hu) n engish Language Studies (ELS) in 1998 and Dr.

in Linguistics: English Language Studies (ELS) in 2006 from Hasanuddin University with a dissertation title: Learning Speaking through Monologue and Dialogue Devices Based on Functional Syllabus. He is currently a senior lecturer and assoc. professor of Faculty of Teacher Training and Education, Tadulako University. He can be reached at mawardinmsaid@yahoo.com

Sukardi Weda is the head of English Literature Study Program, Faculty of Languages and Literature Universitas Negeri Makassar, Indonesia.

His research interests include Linguistics, Applied Linguistics, English, L2 motivation, study anxiety, self-efficacy belief, learning strategies, phonology, education, management, social and cultural issues, etc. He has a Ph.D in Linguistics: English Language Studies (ELS) from Hasanuddin University in 2005. He has written more than a hundred articles in Linguistics, English, Education, management, social-issues, and politics. He can be reached at sukardi.weda@unm.ac.id

Abstract: There are a variety of factors that might influence foreign language learning faced by a number of students when learning a foreign language: attitude, motivation, anxiety, and beliefs (Trang & Karen - Baldauf 2012).

Anxiety has become the most intriguing issue in language teaching and learning and it has caon stntadecpeaTs peamto investigate the effects of English language anxiety and is mc stntora communication at English Education Study Program, Department of
A total 80 students, 54 females and 26 males participated in this study. There were two types of instruments employed in this study, a questionnaire and a test. The study involved the use of the Technological Acceptance Model (TAM) which has been modified by the researchers. Oral communication was measured using standardized tests.

The results of the study illustrated that there was a significant correlation of high level anxiety and low academic performance among English students at English Education Study Program, Department of Language and Art, Tadulako University and English Department, Faculty of Languages and Literature, Universitas Negeri Makassar.

Key words: English language anxiety, impact, oral communication, higher education

Introduction Nowadays, someone who masters English as an international language can get information easily. Someone who has second or foreign language proficiency can access information from around the globe. A high level of a second language or foreign language proficiency gives young people an opportunity to study abroad, read textbooks in the original language, get acquainted with the people and culture, and face-to-face interaction in the classroom settings (Selivanova et al., 2018, p. 218).

As an international language, English has a vital role in a variety of purposes and activities. Based upon this reason, English has become mandatory subject at secondary schools to universities in Indonesia. The target of English teaching at schools and universities in Indonesia is to achieve English language communicative competence.

To achieve the curriculum target as stated in the Indonesian curriculum policy seems to be difficult, even though the norms have been employed in the classroom setting by the teachers (Weda & Sakti, 2018). English has been taught from secondary schools as a compulsory subject until universities, the graduate English communicative competence is low.

This in keeping with NaruddiaSa’s udon udes’ cdeicahivee crealtt English taught in Indonesian classrooms for many years (Nasiruddin & Sahril, 2018, p. 3) but the stntEiaam hivee Bellen in Weda (2018, p. 405) states that English proficiency of secondary school graduates was very low. Accordingly, Nur in Weda (2018, p. 405) reports that the result of the teaching of English in Indonesia has long been considered unsatisfactory.
Dealing with the quality of teaching English as a foreign language (EFL) in Indonesia, many researchers reported that the quality of teaching English is still low (Weda & Sakti, 2018, p. 718). Learning English as a foreign language in Indonesia demands cognitive, psychological, and emotional efforts by the language learners. One of the affective variables addressed lately in these efforts is anxiety (Rabia, 2004, p. 711).

Researchers had to accept the fact that personality traits such as self-esteem, inhibition, anxiety, risk-taking and extraversion, may well shape the ultimate success in mastering a foreign language (Dorney cited in Kralova, 2017, p. 110). Students with anxiety disorder exhibit a passive attitude in their studies such as lack of interest in learning, poor performance in exams, and do poorly on assignments (Vitasari, et al, 2010, p. 490).

Therefore, as a facilitator and manager in the classroom, the teacher needs to be sensitive to the motivations and activities in the classroom. Review of Literature Previous Related Findings on Anxiety Saito & Samimi (1996, p. 239) conducted a research on foreign language anxiety and language performance in Japanese context showed that the influence of foreign language anxiety becomes more relevant as anxiety increases. Teachers of Japanese need to become aware of the effects on their students and respond accordingly.

Another research conducted by Oya, et al., (2004) reported that participants who were more extraverted produced better global impressions during their oral performance, and those who were experiencing higher levels of state anxiety made more errors in their spoken use of clauses. Steinberg (Oya, et al., 2004, p. 844) argued that the role of anxiety on second language oral performance by inducing anxiety in half of her participants, and comparing oral performance of that group with another group with no induced anxiety.

She found that low anxiety was associated with more anxious students tended to provide shorter oral descriptions about themselves in a second language they were studying (French) – an effect that they did not find in English. Vitasari, et al., (2010, p. 496) reported that there is a significant correlation between study anxiety and academic performance. Students who have high level anxiety achieve low academic performance.

Arjanggi & Kusumaningsih (2016, p. 106) argued that the lower the study anxiety, the higher the academic performance. The research report in Indonesian context conducted by Weda & Sakti revealed that there was a significant correlation of high level anxiety and low academic performance among English students at Faculty of Languages and
Pertinent Ideas Anxiety Trang & Karen - Baldauf cited in Weda & Sakti (2012, p. 718) reveal that there is a variety of factors that might influence foreign language learning faced by a number of students when learning a foreign language; attitude, motivation, anxiety, and beliefs.

Anxiety is one important factor to highly influence the success or the failure of students. High anxiety predisposes to learning disorders (Na, Zhao, 2007, p. 22). Anxiety, one of the prominent and pervasive emotions, was defined as a feeling of uneasy suspense by Rahman in Liu & Huang (2011, p. 1) and has been a focus of research in foreign language education since early 1970s (Liu & Huang, 2011, p. 11). Cohen & Norst in Liu (2006, p.

13) argues that the speech of anxious students is often accompanied by blushing, trembling hands, a pounding heart, and headaches. Accordingly, Ely 5 (Liu, 2006, p. 13) reveals that anxious students are less likely volunteer answers or participate in oral classroom activities. In keeping with Cohen & Norst and Ely in their studies, Tobias in Liu (2006, p.

13) states that some students with high levels of language anxiety may even have a mental block. Thieda (2013, p. 8) argues that anxiety is considered as an emotion, and like most emotions, it can vary in intensity. Thieda therefore adds that anxiety can be observed in two levels. At low levels, anxiety is adaptive, meaning that it drives positive outcomes, such as encouraging you to pay your bills on time or to work a few extra hours in order to meet a deadline. Higher anxiety levels, on the other hand, can set off a chain of events that can have significant negative physical and psychological effects.

Physical signs of anxiety are marked with many things. Thieda (2013, p. 9) claims that common physical symptoms of anxiety include a racing heart, excessive perspiration, trembling or shaking, feeling restless or keyed up, fatigue or problems sleeping, shortness of breath, chest pain or tightness, nausea or diarrhea, upset stomach or butterflies in the stomach, dizziness, chills or hot flushes, and numbness. Swift, et al. (2014, p.

9) report that everyone has feelings of anxiety at some point in their life whether it’s my first time, or the prospect of parenthood. Swift et al. (2014, p. 9) therefore add that anxiety is therefore one of a range of emotions that serves the positive function of alerting us to things we might need to worry about: things that are potentially harmful.
More importantly, these emotions help us to evaluate potential threats and respond to them in an appropriate way, perhaps by quickening our reflexes or focusing our attention. High-anxious people are more reluctant to speak in L2 classroom activities and this often hinders their learning (Liu, M and Jackson, J, 2011). Oral Communication

Since the speakers or the learners are anxious, they cannot express ideas and thoughts fluently. Horowitz, et al in Abu-Rabia (2004, p. 712) argue that oral communication skills are more likely to be affected by language anxiety where the learner is afraid of spontaneous communication in the FL. Horowitz & Young in Abu-Rabia (2004, p. 712) state that anxiety is perceived as state anxiety that arises in a situation or event: public speaking, exams, and class participation.

This shows that anxiety develops if learners develop negative expectations based on bad learning experience and poor performance and continued bad learning performance result in increased anxiety (Abu-Rabia, 2004, p. 712). Woodrew (2006, p. 308) argues that the most frequent source of anxiety was interacting with native speakers.

This occurs because the language learners do not frequently meet and practice their English with native speakers of English. Using English fluently and accurately in a variety of purposes and settings becomes a priority of English language learners. Fluency as the ability to converse with others, much more than to read, write, or comprehend oral language (Nasiruddin & Sahril, 2018, p. 3).

According to Nasiruddin & Sahril, the teachers regard speaking or oral communication as the most important skill to improve students’ speaking skills in the EFL classroom (Nasiruddin & Sahril, 2018, p. 3). As an important language skill, speaking skill needs additional time to practice it. Methodology Participants Participants in this study were 50 English majors, 23 or 46% male and 23 or 54% female. The age of the participants ranged from 19 - 26.

There were thirty two participants from English Education Tadulako University, Central Sulawesi Indonesia and there were 18 participants from English Department of Universitas Negeri Makassar, Makassar Indonesia. Instruments and Procedure The instrument aimed to find out the student perception on study anxiety at the English education department Tadulako University and English Department Universitas Negeri Makassar.
Students were asked to fill in the questionnaire which consisted of 15 items. In this research, the participants were asked to rate their perceptions to test their perception on study anxiety on a 5-point scale on which 1 = Not at all typical of me; 2 = Not very typical of me; 3 = Somewhat typical of me; 4 = Fairly typical of me and 5 = Very much typical of me.

Data analysis Data were coded and analyzed using the Statistical Package of Social Sciences (SPSS) Statistics 9.0 which showed the mean, Standard Deviation (SD), and percentage. The correlation of English anxiety on a moment correlation. Findings and Discussion

The demographic of participants is illustrated in table 1 below. Table 1: Demographic of Participants

<table>
<thead>
<tr>
<th>Demographic Information</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>27</td>
<td>54</td>
</tr>
<tr>
<td>Male</td>
<td>23</td>
<td>46</td>
</tr>
<tr>
<td>Major</td>
<td></td>
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<tr>
<td>English Education</td>
<td>40</td>
<td>80</td>
</tr>
<tr>
<td>English Literature</td>
<td>10</td>
<td>20</td>
</tr>
<tr>
<td>Age</td>
<td></td>
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<tr>
<td>18 – 21</td>
<td>8</td>
<td>16</td>
</tr>
</tbody>
</table>

Table 2: Fenced rank acceptation study anxiety in the EFL classroom

<table>
<thead>
<tr>
<th>No.</th>
<th>Study Anxiety</th>
<th>Sum</th>
<th>Mean</th>
<th>SD</th>
<th>Weight (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>During a test, I frequently get nervous that I forget facts I really now.</td>
<td>153.00</td>
<td>3.0600</td>
<td>1.11410</td>
<td>26.0</td>
</tr>
<tr>
<td>2</td>
<td>While taking a test, I perspire a great deal.</td>
<td>147.00</td>
<td>2.9400</td>
<td>1.09563</td>
<td>26.0</td>
</tr>
<tr>
<td>3</td>
<td>During exams, I find myself thinking of things unrelated to the actual study material.</td>
<td>154.00</td>
<td>3.0800</td>
<td>1.22624</td>
<td>36.0</td>
</tr>
<tr>
<td>4</td>
<td>I feel very panicky when I have to take a test.</td>
<td>143.00</td>
<td>2.8600</td>
<td>1.34027</td>
<td>28.0</td>
</tr>
<tr>
<td>5</td>
<td>After tests, I am frequently so tense that my stomach gets upset.</td>
<td>115.00</td>
<td>2.3000</td>
<td>1.03510</td>
<td>10.0</td>
</tr>
<tr>
<td>6</td>
<td>I usually feel my heart beating very fast during a test.</td>
<td>165.00</td>
<td>3.3000</td>
<td>1.14731</td>
<td>44.0</td>
</tr>
<tr>
<td>7</td>
<td>I usually get very depressed after taking a test.</td>
<td>138.00</td>
<td>3.4000</td>
<td>1.17038</td>
<td>22.0</td>
</tr>
<tr>
<td>8</td>
<td>I wish tests did not bother me so much.</td>
<td>138.00</td>
<td>3.4800</td>
<td>1.07362</td>
<td>42.0</td>
</tr>
<tr>
<td>9</td>
<td>Even when I well prepared for a test, I feel very anxious about it.</td>
<td>165.00</td>
<td>3.3000</td>
<td>1.05463</td>
<td>42.0</td>
</tr>
<tr>
<td>10</td>
<td>I get upset when someone speaks English to me.</td>
<td>126.00</td>
<td>3.4000</td>
<td>1.14731</td>
<td>44.0</td>
</tr>
<tr>
<td>11</td>
<td>I become anxious when someone asks difficult questions in English.</td>
<td>128.00</td>
<td>3.4000</td>
<td>1.17038</td>
<td>22.0</td>
</tr>
</tbody>
</table>

12.0 20.0 36.0 26.0 6.0 147.00 2.9400 1.09563 32.0 3 During exams, I find myself thinking of things unrelated to the actual study material. 6.0 34.0 24.0 18.0 18.0 154.00 3.0800 1.22624 36.0 4 I feel very panicky when I have to take a test. 18.0 24.0 30.0 10.0 18.0 143.00 2.8600 1.34027 28.0 5 After tests, I am frequently so tense that my stomach gets upset. 24.0 36.0 30.0 6.0 115.00 2.3000 1.03510 10.0 6 I usually feel my heart beating very fast during a test. 8.0 14.0 34.0 28.0 16.0 165.00 3.3000 1.14731 44.0 7 I usually get very depressed after taking a test. 12.0 34.0 32.0 10.0 12.0 138.00 2.7600 1.17038 22.0 8 I wish tests did not bother me so much. 2.0 14.0 42.0 18.0 24.0 174.00 3.4800 1.07362 42.0 9 Even when I well prepared for a test, I feel very anxious. 4.0 18.0 36.0 28.0 14.0 165.00 3.3000 1.05463 42.0 9 about it. 10 I get upset when someone speaks English to me. 18.0 40.0 22.0 12.0 8.0 126.00 2.5200 1.16479 20 11 I become anxious when someone asks difficult questions in English. 10.0 30.0 38.0 14.0 8.0 140.00 2.8000 1.06904 22.0 12 I always get nervous when
answering lecture questions in the classroom. I feel tense when I have to answer the questions from my friends in classroom discussion. I get upset when my lecturer speaks too quickly. I feel nervous if the lecturer is a native speaker of English. I get upset when my lecturer speaks too quickly. I feel nervous if the lecturer is a native speaker of English.

I feel tense when I have to answer the questions from my friends in classroom discussion. When my lecturer speaks too quickly, I get upset. If the lecturer is a native speaker of English, I feel nervous. Very panicky when I have to talk.

Onl of udes veniha Aft tstI a quelso e ha y omges t he re44.0 stntred tt“usualvelmherbetng rfa.” Approxiaey of hestntnga 10 cmttI ly tvey preseaetkiatst he re42.0 stnt erincd spetiltt amnt I sh es d hem mh,”a“En wheI I pad atstI e raous bouti.” Trewe were 20% of the students ga omes “ge twhesoe aEitm.” Approxiaey o stnterieett ate I ceaous n e sks fficul stons iEi he re34.0% stntga ecmnton I lys tnewhe arilcurequeiit a.“Approxiaey ofstntga ome on I e e n ha o nswet stons y eiclsroom scon.” There were 32.0% of the stud es eriencd rectvey theae “ttm m lcueraoo quikl AI felrvous iheetr i nai spekenglish.” Tabl 3.

Rets stntor ccon Descriptive Statistics Average Score of Speaking 1 Average Score of Speaking 2 Average Score of Speaking 3 Mean 3.3200 3.1800 3.3400 SD .65278 .59556 .59281 Table 4. Results of correlation between English language anxiety and communication measures Mean SD r TAM Oral Com. TAM - Oral Com. 44.1000 9.8400 9.37049 1.51671 .045 .000 Note. P <0.01 11 Figure 1.

Scatter Plot of Correlation between English Language Anxiety and Communication The Pearson moment correlation examines the correlation between English language anxiety and oral communication. Heretia ha en oreastnd deviation (SD) of TAM (M= 44.1000) out of possible maximum of 5 (very much typical of me); SD= 9.37049 and Oral Communication (M= 9.8400; SD= 1.51671), a significant correlation (p= .000), the correlation coefficient is small with r= .045, and the size yield n=50.

Therefore, the findings imply that there is a significant correlation between English language anxiety and communication at Tadulako University, Central Sulawesi, Indonesia. This study is consistent with some previous studies on anxiety which reported that there was a significant relationship between high level of anxiety and low academic performance. Woodrow (2006) claims that a second language speaking anxiety is a significant predictor of oral achievement.
In keeping with Woodrow, Weda & Sakti (2018) argue that there was a significant correlation of high level anxiety and low academic performance among English students at Faculty of Languages and Literature Universitas Negeri Makassar (UNM). 12

Conclusion This present study represents an attempt to explore the relationship between English language anxiety and students’ communication among students of English department at Faculty of Languages and Literature Universitas Negeri Makassar and students of English education at Tadulako University, with significant correlation (p=0.000) and the correlation coefficient is small with r= 0.045. The result of this present study is consistently with Vitasari, et al., (2010, p. 496) who reported that students who have high level anxiety achieve low academic performance in language learning. Arjanggi & Kusumaningsih (2016, p. 106) revealed that there was a significant correlation of high level anxiety and low academic performance among English students at Faculty of Languages and Literature Universitas Negeri Makassar.

Implications Based upon the effects of anxiety on language achievements in a variety of skills, it needs to be positioned as one of crucial attributes in language learning. The language practitioners and educators should all levels of language learning by implementing good atmosphere and relaxed situation to attract stntnvolmntn t Ingu la lang procss.


Foreign Language Annals, Volume 29, No. 2, pp. 240-249.


Swift, Paul; Cyhlarova, Eva; Goldil, Isabella; & O’Sullivan, Chris. (2014). Living with Anxiety: Understanding the Role and Impact of Anxiety in Our Lives.


Young, Dolly J. (1986).


Questionnaire For the following statements, please rate yourself according to how well each statement describes you: 1 = Not at all typical of me; 2 = Not very typical of me; 3 = Somewhat typical of me; 4 = Fairly typical of me; and 5 = Very much typical of me.

1. During a test, I frequently get nervous that I forget facts I really now. 1 2 3 4 5 2. While taking a test, I perspire a great deal. 1 2 3 4 5 3. During exams, I find myself thinking of things unrelated to the actual study material. 1 2 3 4 5 4. I feel very panicky when I have to take a test. 1 2 3 4 5 5. After tests, I am frequently so tense that my stomach gets upset. 1 2 3 4 5 6.

I usually feel my heart beating very fast during a test. 1 2 3 4 5 7. I usually get very depressed after taking a test. 1 2 3 4 5 8. I wish tests did not bother me so much. 1 2 3 4 5 9. Even when I am well prepared for a test, I feel very anxious about it. 1 2 3 4 5 10. I get upset when someone speaks English to me. 1 2 3 4 5 11. I become anxious when someone asks difficult questions in English. 1 2 3 4 5 12.

I always get nervous when the classroom. 1 2 3 4 5 13. I feel tense when I have to answer the questions from my friends in classroom discussion. 1 2 3 4 5 14. I get upset when my lecturer speaks too quickly. 1 2 3 4 5 15. I feel nervous if the lecturer is a native speaker of English. 1 2 3 4 5 Choose one of the following scores from three speaking subjects by circling around. A = 4 B = 3 C = 2 D = 1 No. Subject SCORE 1. Speaking 1 A B C D 2. Speaking 2 A B C D 3. Speaking 3 A B C D

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