

STUDENTS' AWARENESS ON SPEAKING ANXIETY IN ENGLISH FOR SPECIFIC PURPOSE SPEAKING PROJECT

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ABSTRACT

This study aimed at finding out students' awareness of speaking anxiety and the type of speaking anxiety occurring in English for the Specific Purpose speaking project. The study employed a qualitative approach with a case study design and used questionnaires and interviews to collect the data. The study was conducted in one vocational school in Denpasar, with a total of 51 students participating. The data were analyzed through data reduction, data display, and conclusion drawing. As a result, it was found that more than half of the students (58.82%) were being aware of their speaking anxiety during the voice recording. The panic attack and feeling worried become the type of anxiety that the students felt. In conclusion, the anxiety arose due to their lack of English language mastery and their fear of listeners' comments toward their voice recording. Teachers and lecturers are required to support the students and motivate them to practice the language praxis.

Keywords: English for Specific Purpose, Speaking Anxiety, Student's Awareness

INTRODUCTION

English has played an essential role in many situations and can be used in all world activities such as conferences, tourism and leisure activities, world trade, business, and communication of daily life. The majority, the application of English as a communication lie in speaking skills. Speaking as a way of communication plays a significant role in transmitting thoughts, feelings, and information. As English becomes one of the international languages, speaking English has also become a very important skill yet challenge faced by people around the globe, especially students (Akkakoson, 2016).

In educational sectors, English is taught at different aims and levels. In the native region, English is taught as a Second Language (henceforth ESL). In the non-native region, English is taught as a Foreign Language (henceforth EFL). Moreover, from the focus of the study, English is also divided into two, namely English for Academic Purposes (henceforth EAP) and English for Specific Purpose (henceforth ESP). The diversity of each type of English learning instruction brings different focus in teaching. As in the professional world, English is demanded to be used in the purposive sector. It is necessary to pay more attention to ESP teaching and learning.

In ESP, the learning teaches the students to use the English language in practical use instruments for specific specialty scopes (Salmani & Ali, 2020). It aims at introducing the special terminologies and information to the students related to prepare them to become a professional in a specific working field area (Ayuningtyas, 2020),

such as English for business, English for medical, English for tourism, English for law, etc. By learning ESP, the students will also master some special language expressions and which they can apply in the actual working field (Donal *et al.*, 2020).

In ESP, English is also taught as a communication basis with co-worker and customers. However, the major problem faced by students in applying English to communication basis is speaking anxiety. Researchers have discovered various definitions of anxiety. Cheng (2009) believes that “anxiety responses include emotional components and tension; cognitive components, worry; physiological responses, increased heart rate, and blood pressure; and behavioral responses to avoid certain situations.” Furthermore, Horwitz (2011) elaborated more and defined anxiety as “a feeling of worry or bad luck, accompanied by certain physiological reactions, such as increased heart rate, sweaty palms, and tightness in the stomach.” Anxiety is also one of the biggest challenges that negatively impact English language learning, which leads the students to lose their motivation and confidence in using English (Palupi, 2021).

When someone shows signs of anxiety, they will not do something, as usual, they will get over the action, easily forget the speaking material, or even lose their courage. In evaluating the speaking activities, teachers and lecturers need to be aware of students’ speaking anxiety and their typicals. The common signs of speaking anxiety can be recognized as the students’ emergence of a sense of confusion, less clear speaking chunk, cold sweat, and nervousness (Anggraeni & Rachmijati, 2018). Consequently, speaking anxiety negatively impacts students’ speaking performance in the classroom (Irawan *et al.*, 2018).

They were reflecting on speaking anxiety in students’ speaking performance, the current study aimed at identifying students’ awareness of their speaking anxiety. By raising their awareness of speaking anxiety, they can learn how to handle their anxiety and enhance their speaking skill.

RESEARCH METHOD

During conducting the study, a qualitative approach with a case study design was conducted. The case study enabled the limitation of the study scope, which took only the online tourism podcast project in one tourism vocational institute. A total number of 51 second-year students of Tourism majors participating in the research. These students were required to record their voices using special language expressions in Tour and Travel. After recording their voice, they were required to post the recording online on one social media platform. Then, questionnaires were distributed to each to identify their speaking anxiety awareness and the typical anxieties felt during the voice recording. An in-depth interview was also conducted to confirm some less clear statements made in the questionnaire. Then, the result of the questionnaire and interview was analyzed through three phases, including data reduction, data display, and conclusion drawing. Then, the result of the data analysis was interpreted.

RESULTS

In this section, the results of this study were elaborated. They were gained from the result of data analysis based on the questionnaires and interviews, which were applied to gain a deeper insight into students’ speaking anxiety in the English for

Specific Purpose classroom. This study has unraveled that the majority of the students have been aware of their speaking anxiety.

Table. 1
Students' Speaking Anxiety's Awareness (N=51)

Question	Yes	No
Do you feel any uncomfortable issues during the online tourism podcast production?	31 (58.82%)	20 (41.18%)

From the total of 51 students, more than half of them are aware of speaking anxiety—their claims on facing the anxieties laid on their response toward the first question on the questionnaire. Thirty-one students claimed that they felt some uncomfortable issues during the online tourism podcast production. Meanwhile, the rest 20 did not feel any (see Table 1).

Responding to the uncomfortable issues, further insight on the typical anxieties faced by the students was also investigated. The students provided different answers on the type of anxieties they felt. Some of the students highlighted that they got a “panic attack” in the recording section. They panic as the voice recording will be posted online, and many of their friends will listen to their voices.

“I am panic because it will be posted on social media.” [S.13]

“I am quite panic since many of my friends will listen to my audio and comment on it” [S.25]

“It was shocking, and I got panic attack at first. But, I was so lucky that my friends can help me to deal with it” [S.36]

“I cannot imagine that many people will listen to my voice, even the people that I do not know. I was so panic thinking about it. But, then, I realized that it is a part of learning, and we can learn from the correction given by the listener.” [S.42]

Besides getting a panic attack, some students also admitted that they felt worried along the voice recording process. Few students commented that they were worried about the quality of their English. They acknowledged that they had a lower capability in using English for communication, and they felt concerned if the result of the recording is not as good as they expected. Some others also highlighted the number of listeners, which made them worry since they thought that nobody would listen to their voice as they knew they were not good enough at using English.

“I am confused at first since I am afraid that my recording is bad and did not meet the criteria.” [S.10]

“I felt quite worried about the listeners. I am afraid nobody will listen to my voice. My friends know that I am not good in English” [S.22]

“I am worried about the result. My pronunciation is not clear and far from good English quality.” [S.32]

“I am okay with that, actually, but I am just a little worried about the result. As most of my friends or people out there are good in English.” [S.34]

In contra, some students also admitted that they did not seem aware of their speaking anxiety. They emphasized that the voice recording project is “fun” and

“nothing to worry about.” Even some of them mentioned that they got some excitement on doing the project and felt confident with their English capability.

“It is super interesting! I am so excited to do the project, and it made me realized that I need to learn more in speaking” [S.19]

“It was so fun, but I am a bit shy to post it online since my dialect does not sound like English.” [S.17]

“I am so happy. I can share some of my knowledge in using English, but, still, it is so challenging!” [S.24]

“It is a cool challenge for me. I need to prepare myself, and I hope that it can inspire my friends to be brave in using English.” [S.30]

DISCUSSION

Anxiety can negatively and positively affect students who want to master foreign languages, especially English. If students cannot manage or control their anxiety, this may be negative. They will find it difficult to learn English, and their performance in speaking English will be poor. On the other hand, anxiety will have a positive impact on students. For example, when students feel anxious about speaking English activity in class or via podcast, they will study English seriously.

In summary, anxiety is closely related to students' English learning performance. Also, if students are too afraid of making mistakes in the English learning process, they will have a harder time mastering English if their anxiety is high. From the questionnaire results, the researchers found that 31 students are being aware of having speaking anxiety. Meanwhile, the rest 20 did not feel any. In other words, most of the students claimed that they thought of speaking anxiety during the tourism podcast production while the rest of the students didn't feel any.

In-depth interviews are also conducted in this research to deal with the problem of discomfort. A deeper understanding of the typical anxiety faced by students was also investigated. Some students pointed out that they had "panic attacks" in the recording section. They panicked because the recording will be posted online, and many of their friends will hear their voices. In addition to the panic attacks, some students also admitted that they were worried during the recording. Few students said they were concerned about the quality of their English. They acknowledge that their ability to communicate in English is low and will be concerned if the recording is not as sound as expected. Others also emphasized the number of listeners who worry because they think that no one will listen to them because they know their English is not good enough. The students said that worrying about negative evaluations from teachers and classmates is another concern in this activity and a significant source of anxiety. They are afraid of being humiliated by being corrected, especially if derogatory comments from the listeners accompany it. They also worry too much about the opinions of others, and they worry about the evaluations of others. In line with a previous study, Horwitz (2007) explains, fear of failure can seriously hamper a person's performance. It also shows that anxiety is highly correlated with fear of doing things poorly or, as Research has found that anxiety can negatively affect students' skills and confidence (Tanveer, 2007).

This further reinforces the notion that speaking anxiety not only occurs in classroom activity with peers and teachers in the same room but also occurs in podcast activity where the students have no audience to judge their performance in speaking English. From the findings in this research, it can be concluded that the primary source of the anxiety felt by the students was their self-awareness in their ability to

communicate in English was inadequate, and they felt concerned if the result of the recording was not as good as expected.

CONCLUSION

The current study helps to raise the awareness of the students on their speaking anxiety. The majority of the students have realized that they had speaking anxiety issues. They got a panic attack in accomplishing the speaking project and felt worried about the result of the voice recording. These speaking anxieties occurred due to their lack of English language mastery and the external factors, such as friends and listeners of their voice recording. However, the voice recording project also boosted students' excitement in their speaking performance as they expected to receive some comments and feedback from the listeners.

SUGGESTION

Having anxieties in producing a spoken language may always be an obstacle in learning a language, and teachers and lecturers should be able to support their students and motivate them in practicing their English.

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