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4th ICEL 2016

THE FOURTH INTERNATIONAL CONFERENCE ON EDUCATION AND LANGUAGE

20-21
May 2016
Bandar Lampung
University, Indonesia

PROCEEDINGS

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PREFACE

The activities of the International Conference are in line and very appropriate with the vision and mission of Bandar Lampung University (UBL) to promote training and education as well as research in these areas.

On behalf of the Fourth International Conference of Education and Language (4th ICEL 2016) organizing committee, we are very pleased with the very good responses especially from the keynote speakers and from the participants. It is noteworthy to point out that about 80 technical papers were received for this conference

The participants of the conference come from many well known universities, among others: International Islamic University Malaysia (IIUM), Malaysia, Hongkong Polytechnic University, Hongkong, Shanghai Jiao Tong University (SJTU), China, Shinawatra Univesity, Thailand, University of Texas, Austin, USA, University Phitsanulok Thailand, STIBA Bumigora Mataram, Universitas Ahmad Dahlan, STKIP-PGRI Lubuklinggau, Indonesia University of Education (UPI), Universitas Sanata Dharma, State Islamic College (STAIN) of Jurai Siwo Metro Lampung, State University of Sultan Ageng Tirtayasa and Universitas Lampung.

I would like to express my deepest gratitude to the International Advisory Board members, sponsors and also to all keynote speakers and all participants. I am also grateful to all organizing committee and all of the reviewers who contribute to the high standard of the conference. Also I would like to express my deepest gratitude to the Rector of Bandar Lampung University (UBL) who gives us endless support to these activities, so that the conference can be administrated on time.

Bandar Lampung, 20 May 2016

Drs. Harpain, M.A.T., M.M
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Education and Language (4ᵗʰ ICEL 2016)
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THE POSSIBLE CAUSES OF INDONESIAN EFL STUDENTS' ANXIETY IN SPEAKING IMPROMPTU SPEECH

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Abstract

Impromptu speech gives a different experience in doing public speaking for students. This speech involves students in speaking what they have written in short time. While doing impromptu speech, many students who do not have a good skill in speaking choose to give up while others stand to speechless on the stage. This study is aimed to explore what causes appear related to foreign language anxiety among the English Education Study Program students in speaking impromptu speech. The data were gathered from a qualitative research. The sample of this study was a group of Indonesian students who took Speaking 3 class at STKIP PGRI Bandar Lampung. Impromptu speech was taught in this class. The results show that there were four causes of foreign language students' anxiety: discomfort, fear, shyness, and worry. From the result of the study, some suggestions could be proposed to help the students deal with foreign language anxiety of Indonesian EFL students in speaking impromptu speech.

Keywords: Foreign Language Anxiety, Speaking Anxiety, Speaking, Impromptu Speech

1. INTRODUCTION

In Indonesia, English as foreign language takes an important part in communicating system which is built faster in facing MEA. Many people are motivating to study English. Some of them decide to enter English Department to study English.

There are four skills that have been mastered by students to enrich their skill in English. One of them is speaking. This skill takes a big role in having good oral communication which is need in MEA atmosphere.

Public speaking is one of speaking areas that is difficult to master by some students. They might feel unconfident when performing spoken English in front of others. Even students who are very good at delivering prepared speeches are often nervous about being asked to do an impromptu speech with little or no warning. Impromptu speech, as a part of public speaking, gives additional pressure for the students. In impromptu speech, students are given a quotation as a prompt, a short time to prepare and then are asked to give a speech around 5 minutes (Heinz, 2013). These conditions create foreign language anxiety for students.

Now a day, hundreds of research articles have touched upon the issue which invariably find that foreign language anxiety is more associated with public speaking and mainly functions as a inhibitor in language learning (Bailey, 1983; Gregersen & Horwitz, 2002; Horwitz, 1995; MacIntyre & Gardner, 1989; Onwuegbuzie et al., 1999). In order to identify anxious university students and measure their anxiety, Horwitz et al. (1986) developed the Foreign Language Classroom Anxiety Scale (FLCAS) which comprises three dimensions of communication apprehension, test anxiety, and fear of negative evaluation.

Therefore, this study attempted to answer one research question; What causes foreign-language anxiety in speaking impromptu speech among Indonesian students majoring in English Language Education?

2. LITERATURE REVIEW

Impromptu speech is one of public speaking area. This speech gives difference experience for the speaker. The reason is because speaking impromptu speech means a speech that is given without any preparation, any notes, or other additional materials. In the impromptu speech, participants are given a quotation as a prompt, given as little as thirty seconds to prepare, and then asked to give a speech of around 5 minutes that may be in favor of the prompt, opposed to the prompt, or an analysis of the prompt. In the extemporaneous speech event, participants are given a specific question usually related to current events, around 30 minutes of preparation time, an opportunity to create an evidence file in advance, and roughly 7 minutes to give a speech answering the question. These rules are consistent with the general guidelines put forth by the National Forensic Association. A speaker needs to enrich his/her knowledge about things happening around him/her because in speaking impromptu

speech, speaker is asked to deliver information and idea in a short time. Speaker is also needs to write him/herself at the performance time. One at a time, the speaker will randomly draw a piece of paper with a topic on it. The topic is going to be developed from the pre-announced categories for the event. From the time that the speaker is given the topic, he/she is going to have three minutes to prepare a speech and five minutes to perform.

Commonly, when foreign students do impromptu speech, anxiety will appear directly as it is supported by Gibson, Gruner, Hanna, Smythe & Hayes (1980) that say anxiety about public speaking was a common fear among people from all walks of life. Many individuals experienced some degree of communication apprehension or "fear associated with real or anticipated communication with another person or persons" (McCroskey, 1984, p.13), and public speaking become a particularly stressful and anxiety-producing experience. Moreover, "public speaking anxiety represents a cluster of evaluative feelings about speech making" (Daly, Vangelisti, Neel, & Cavanaugh, 1989, p. 40), such that anxious speakers simultaneously experience several negative or distracting feelings associated with the public speaking context. Anxiety is generally a response to perceptions of a present or future threat (Barlow, 1988; Behnke & Beatty, 1981).

3. METHOD

This study is qualitative study that used questionnaire to collect the data. The data were also generated by using observation and interview. The study was done throughout the semester, i.e. from February 23 to May 25, 2015. The study was conducted in one of speaking 3 class of language education study program at STKIP PGRI, Bandar Lampung. The subjects were 20 students.

This study used some instruments to gather the data such as closed-ended questionnaire and interview. In order to obtain the initial information of the students' foreign language anxiety, this study used FLCAS closed-ended questionnaire by Horwitz, Horwitz and Cope (1986). Whereas, the observation and interview were used to reflect the students' feeling in doing impromptu speech.

4. FINDING AND DISCUSSION

In order to analyze why the students had foreign language anxiety, the writer distributes an adapted form of Horwitz et al.'s (1986) Foreign Language Classroom Anxiety Scale (FLCAS). The results were shown in Table 1.

Table 1. Result of Foreign Language Classroom Anxiety Scale (FLCAS)

No	Statements	Strongly Agree (%)	Agree (%)	Neither (%)	Disagree (%)	Strongly Disagree (%)
1.	I never feel quite sure of myself when I am speaking in English in speaking class.	5	25	30	30	10
2.	I don't worry about making mistakes in speaking in English in speaking class.	5	15	10	65	5
3.	I tremble when I know that I'm going to be called on to speak in English.	25	35	5	35	0
4.	I keep thinking that the other students are better at English than I am.	15	40	10	30	5
5.	I start to panic when I have to speak without preparation in speaking class.	25	40	10	20	5

6.	I worry about the consequences of failing my speaking class.	10	45	20	25	0
7.	In speaking class, I can get so nervous I forget things I know.	5	80	15	0	0
8.	I would not be nervous speaking in English with native speakers.	0	50	15	35	0
9.	Even if I am well prepared for speaking class, I feel anxious about it.	10	45	15	30	0
10.	I can feel my heart pounding when I'm going to be called on in speaking class	0	70	20	10	0
11.	I don't feel pressured to prepare very well for speaking class	10	10	0	80	0
12.	I feel very self-conscious about speaking English in front of other students.	0	45	35	20	0
13.	I get nervous and confused when I am speaking in speaking class.	25	35	40	0	0
14.	When I'm on my way to speaking class, I feel sure and relaxed.	15	30	25	30	0
15.	I get nervous when I don't understand every word the lecturer says.	10	45	15	15	15
16.	I get nervous when the lecturer asks questions which I haven't prepared in advance.	5	45	15	20	15
17.	I get nervous when I do not read the note that I made before the impromptu speech.	10	55	20	15	0

18.	I get nervous when I do not understand about the topic given by my teacher when doing impromptu speech.	10	45	20	25	0
19.	I get nervous about the time given in impromptu speech.	30	45	25	0	0
20.	I feel diffidence to become the first person who speech impromptu speech in front of the audience.	25	40	10	25	0

There were originally 33 statements stating in FLCAS but in this study, the writer only took 16 statements focused on speaking in impromptu speech. As it was needed, the writer also added 4 statements which were relevant to this study. So, the total statements are 20 statements.

Based on the result, it was found that there was high level of anxiety among students, especially in area of having to speak in English in impromptu speech because 14 statements that reflected their anxiety had high percentage, above 50%.

4.1. What causes foreign-language anxiety in speaking impromptu speech among Indonesian students majoring in English Language Education?

To answer this question, first of all the writer was going to analyzed the statements and the score that were stated in Table 1. After that the writer will take a conclusion to find the causes of foreign-language anxiety in speaking impromptu speech among Indonesian students majoring in English Language Education.

4.1.1 Discomfort

A public speaker should have comfortable feeling. When a speaker felt uncomfortable with their physical appearance and having feeling of embarrassment of their ability in speaking, commonly, the speaker would have speaking anxiety. Discomfort influenced students' speaking anxiety.

One possible cause which also created discomfort was when the students were asked to stand in front of the class. Some students said that they were uncomfortable when people watched them. Sometimes, they thought that there was something wrong with their appearance. They were uncomfortable with their bodies, facial expression, and hand gestures (Anandari, 2015). Other students thought differently, they had uncomfortable feeling because they felt that they lacked of mastering English. This condition was being worst when they spoke in front of listeners they felt discomfort because they thought that their English was not good. They also had uncomfortable feeling when they needed to speak by using foreign language. According to the students, speaking used English made them felt discomfort because they seldom used English as their daily language. Some of them also felt weird.

Anandari (2015) believed that discomfort appeared because of one's cultural background. When the students were supported by a good environment that was used English to have communication, they would feel comfortable in using English. It was because they were familiar with English. As it was supported by Cutrone (2009), he said that students' cultural background gave a large influence on the students' speech production.

4.1.2 Fear

Some statements placed in the FACLS questioner gave the writer a deep review about fear conditions that happened to the students. They started to become panic when they didn't have preparation before having performance in front of the class. They also felt anxious though they have a good preparation before speaking. Both two conditions could describe fear appearing when students had anxiety to speak in speaking class. No matter that they had a good preparation before speaking or not, they still felt anxious in doing impromptu speech. This condition happened because they felt pressured to prepare very well for speaking class.

The possible cause that caused pressured feeling was because they thought difficult in writing their ideas in a short time. They also thought that they had lack of vocabulary. It made them get stuck when trying to express their feeling.

Others students felt so nervous when they forgot about the information which they wanted to transmit to the audience. They said that being a speaker in front of the audience was difficult. They thought that if they made mistake in transmitting information sentence by sentence, the audience would laugh at them. In addition, they also felt anxious when listeners did not understand about what they said and about the content of their speech. This finding also supported by Andandari (2015), she said that the students felt anxious whether or not the

listeners would comprehend their speech content. According to her, this condition could increase the students' anxiety level. Moreover, Horwitz, et al.(1986) said that the negative feedback that was come from listeners also become the cause of fear of the students.

Moreover, most of the students felt that their heart pounded when they were going to be called on in speaking class. They got nervous because when it was their turn to speech meaning that they needed to master the topic and had to make no mistakes. The students realized that making no mistakes it just the same with having good mastery in grammar knowledge, pronunciation, vocabulary, gesture, voice volume, speech content and speech organization. It was supported by MacIntyre's (1995) that "language learning is a cognitive activity that relies on encoding, storage, and retrieval processes, and anxiety can interfere with each these by creating a divided attention scenario for anxious students" (MacIntyre, 1995, p. 96).

Some students also fear when they did not understand every word the lecture said. They felt nervous when they were asked by the lecture without any preparation. These conditions symbolized that the lack of vocabularies, pronunciation, and grammar knowledge were some important parts that contributed cause to the fear of not being able to receive the message from the transmitter.

Besides, topic and limited time given in impromptu speech provided its own pressure to the students. Most of the students did not feel pleasure when they got unfamiliar topic. They said that they couldn't explore well when they did not master the topic. They felt confuse to speak. Moreover, the students were asked to give a speech in short time. This condition influenced the students' speaking anxiety.

4.1.3 Shyness

The other factor that arose was shyness. While performing impromptu speech students usually felt ashamed. They were ashamed for many things such as their self -performance, their capacity in speaking, and their audience. Yan and Horwitz (2008) emphasized that L2 students get anxious about their self-expression in front of others. When they were asked to come in front the class and speech, they felt tremble and shy. Although the audience was their classmate, they still felt ashamed. They thought that the audience would underestimate of them if they made mistakes. They also kept thinking that the other students were better at English than they were. This created the feeling of shyness. Logically when the speaker felt shy about themselves, they were not going to give the best they had. They were going to be afraid. This situation surely increased their anxiety. According to Horwitz et al. (1986), the inability to control stage fright and shyness due to the existence of the audience could create unwanted chaos in the speaking performance.

4.1.4 Worry

The last cause that appeared in this study was worry. Besides shyness and fear, the students would feel worry when they made mistakes in speaking impromptu speech. They felt worry about making mistakes in grammar knowledge, pronunciation, vocabulary, gesture, voice volume, speech content and speech organization. Furthermore, they felt worry when they were called to be the first speaker. They thought that it was difficult for them to be the first turn because they felt that they could not do it. They were also worry about having uninteresting speech that made the audience felt bored.

Another possible cause of worry was about the consequences of falling in their speaking class. The students would felt so worry about the negative effects of being failed. They felt anxious about it. This feeling surely increased the level of students' anxiety.

5. CONCLUSION AND SUGGESTIONS

Based on the results and discussions in the previous section, it can be concluded that anxiety was caused by several variables, such as discomfort, fear, shyness and worry. However, most of the students seemed to be helpless about being anxious when doing impromptu speech. The students' anxiety in doing impromptu speech could be the resistor in learning teaching process.

Realizing this condition, foreign language teachers/ educators should give a big attention to their students. Teachers also need to be aware to their students' anxiety. It is better to teachers to find appropriate activities to reduce students' anxiety. By finding appropriate activity in teaching impromptu speech, it was hoped that learning teaching process will go well.

According to the writer, one of the activities that can be applied to the students is self-reflection. The using of self-reflection can help students to realize their strengths, weaknesses and helped them to do problem solving (Anandari, 2015). In doing self-reflection, the students are asked to write their true feelings before and after the performance. This activity is purposed to enhance students' impromptu speech performance and increase their self- confidence.

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