EFL Students' Speaking Achievements in Relation to Their Language Attitude and Anxiety

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ABSTRACT
This research aims at investigating the EFL learners` Speaking Achievements in relation to their language attitude and anxiety. This is a mixed method research which specifically analyses both of qualitative and quantitative data. The data of this research were collected through distributing questionnaires, Foreign Language Speaking Anxiety Scales (FLSAS) and Language Attitude Questionnaires. Besides, a speaking test was also conducted in order to get valid scores of the EFL learners` speaking achievements. The population of this research were 117 learners who have taken speaking class in the previous semester. Then, 25% of the total population were taken as the sample by using random sampling, in total of 29 learners. Furthermore, the qualitative analysis was done in investigating the factors of speaking anxiety and the language attitude. Hence, the result of this analysis shows that: (1) there are three factors of EFL speaking achievements. They are communicative apprehension, test anxiety and fear of negative evaluation. In addition, the most frequent factor that is experienced by the EFL learners is the test anxiety factors which gets 65,52% score. This score is compared to another two factors, communicative apprehension with 24,14% and fear of negative evaluation with its 10,34% scores. Then, (2) the analysis also shows that the EFL learners were having positive language attitude. It can be seen from three aspects of language attitude; the cognitive, behavioural, and affective / emotional aspects. The second analysis was done quantitatively by using SPSS Version 2.5 to answer the third research question: (3) the relation of speaking anxiety and language attitude to the EFL learners speaking achievements. Based on the analysis, it is found that the EFL speaking anxiety has a significant correlation to the learners speaking achievements by indicating the r-count 0,615 > r-table 0,355. Then, the EFL learners` language attitude also significantly correlates to their speaking achievements by the score of r-count 0,417 > r-table 0,355. In short, the EFL speaking achievements were significantly correlated by two-tailed Pearson`s product moment analysis to their speaking anxiety and language attitude.

Keywords: EFL, Speaking Achievement, Speaking Anxiety, Language Attitude

1. INTRODUCTION

As one of productive skills in learning English, Speaking becomes the more challenging for language learners, especially for Foreign Language Learners since they are expected to use the language which is not used in their daily life orally. A higher expectation on speaking in English is put on them to become a successful English Language Learners, or mostly known English Department students since they are going to learn more subjects in which English is used in almost all of learning process whether it is inside or outside the classroom. One of the subjects they are going to learnt is the speaking subject itself.

In the university level, especially in its English department, the students are required to pass several compulsory English subject to be categorized as a considerable English language learners. One of those subjects is Speaking where English Language Learners are taught to speak well in English. They are given the drills and asked to practice their ability in speaking. As the result, it is hoped that they are going to reach optimum scores in the end of the class which is commonly known as speaking achievement.

In order to speak in English well that in the other words mean to have good speaking achievements, several aspects are included in speaking, including their – intellectual and psychological readiness – psychological fearnerss and individual manner of using the language they learn. In order to clarify those aspects, the researcher did a preliminary interview and library research. Based on the preliminary interview, it is said by several informants which have already taken a speaking subject that their feeling of anxious make them afraid of practicing their English speaking ability. It gets them in trouble when they were in English class since they feel shy of making grammatical or another mistake in using English orally.

This is supported by Horwitz et al. (1986, also in Ewald; 2009) that a foreign language anxiety means as a

distinct complex of self perceptions, beliefs, feelings and behaviors related to classroom learning arising from the uniqueness of the language learning process. Hence, in experiencing the anxiety, foreign language learners will face several unique feeling dealing with their psychological pressure while they are learning, or using English as a foreign language. In this case, language learners tends to feel fear of speaking in English that is caused by several condition, like shyness of making mistake while speaking.

Based on the preliminary interview that had been done to some of English Department students in STKIP PGRI Sumatera Barat,it is found that the informants are not able to speak well in front of another students due to the feeling of afraid that others will know if they are making mistake in which it will make them feel shame. It directly proven that this anxiety feeling exist in English language learning especially in using English for Speaking.

Furthermore, in order to be able to master the use English as a foreign language well, English Language Learners are in need of having a good attitude toward this language. In this case, attitude that the learners use deals with the way they appreciate others who speak in English, their willingness to know more about how to speak in English well, or how will they react on English speaking situation.

This personal manner on learning or using English for speaking that is called attitude toward English especially in used of speaking will contribute on how success the English language learners achieve their speaking result in the end of the class. In this case, the previous explanation is supported by Gardner & Lambert in Ghazvini & Khajehpour (2011) that Successful language learning is a multifaceted creation where there will be variables that have a complex relationship and have the potential influence on it, those variables include student's motivation, attitudes and similarly could raise or drop their anxiety levels towards learning the foreign language.

The brief theory above infers that the attitude and anxiety of foreign language learners will directs them on how good and how bad their achievements in every parts of English language learning, in which in this case the achievement is directed to the speaking achievement of the students. Those good or bad achievements are indicated through several characteristics, like having a good fluency, pronunciation, self-confidence, and a good attitude on the target language being spoken, English, as in line with an informal interview that had been done to one of speaking lecturers in STKIP PGRI Sumatera Barat. On the other words, it is seen that whether it is language attitude and / or anxiety has each of their connection toward the foreign language learners speaking ability that can be directly seen in their speaking achievement at the end of the semester. In further, Olivares and Cuhat in Kráľová (2016) states that some learners are more successful at acquiring a foreign language compared to other students within the language learning to the making of the result.

As the result, speaking as one compulsory subjects in English Department at University level, for instance at English Department of STKIP PGRI Sumatera Barat, is in need to be researched on how this subject`s achievement is connected to the two previous variables, attitude and anxiety. Hence, it is significant for the language learning context to know the true condition of how the English language learners` achievement in speaking can be viewed from their language attitude and anxiety.

In order to do this research, three research questions were proposed: (1) What are the factors of speaking anxiety mostly experienced by the EFL students in speaking?; (2)How is the attitude of English Department Students at STKIP PGRI Sumatera Barat on English speaking?; (3)How do the speaking anxiety and language attitude relate to the students` speaking achievements? Furthermore, in answering the research question number three, there are three hypotheses written down as follow: (H₁) There is a significant correlation between students speaking anxiety and their speaking achievements; (H₂) There is a significant correlation between students language attitude and their speaking achievements; and (H₃) There is a significant correlation between both the learners` speaking anxiety and language attitude and their speaking achievement

2. METHOD

This is a mixed method research that was done both in qualitative and quantitative ways.). In doing so, qualitative method was firstly used to answer research question number one and two, they were about the factors of speaking anxiety that are mostly experienced by the EFL learners, and also their language attitude. Then,the participants of this research are the English Department students in STKIP PGRI West Sumatera who are enrolled in this college in 2017. Those are who had already taken a Speaking subject in the previous semester. Then, there were 29 students were conveniently chosen from the total 117 students as the population.

In collecting the data, the quantitative method is done to answer the third research question mentioned in the study. This third research question was about the correlation between the speaking anxiety, language attitude, and the EFL learners` speaking achievements. It was calculated by using pearson`s correlation. Moreover, the data are in the form of quantitative and qualitative data. The researcher collect the data through distributing questionnaires (Foreign Language Speaking Anxiety Questionnaire and Language Attitude), conducting a speaking test, and conducting a semi-structured interview.

3. RESULTS AND DISCUSSION

The results of this research are presented based on the research questions. There were three research questions : 1); 2); 3)   The data had been collected through distributing questionnaires, and speaking test about the EFL learners` speaking achievements in relation to their speaking anxiety and language attitude. Besides, the data also described their problems in assessing students'

reading comprehension. Based on all of data that had been collected, there were some findings of this research:

Factors of Foreign Language Anxiety

The first finding in this study is about the factors of speaking anxiety had by the foreign language learners. The questionnaire was adapted from Horwitz et al, 1986; also cited in in Horwitz 2010. There are three factors of speaking anxiety, they are communicative apprehension, test anxiety, and fear of negative evaluation.

The communicative apprehension is about the level of individual feeling of fear or anxiety that is related to the real communication with other person. It occures because of several important reasons, such as the psychological pressure of making mistakes, poor vocabulary, and refers to a fear of getting into real communication with others. It usually occures on the learners who have lack mature of communication skills. Based on the questionnaire, there are seven students who felt anxious in speaking due to the communication apprehension presented in appendix

The result about communication apprehension is also supported by the interview as follow:
Researcher : How do you feel when you are explaining things or idea in English?
Informant 8 : Mmm, worry
Researcher : Why do you worry?
Informant 8 : Affraid to be wrong

From the information above, it can be inferred thay the speaker feel worry when explaining the researh proposal in the seminar. It is because of the pressure to be afraidof making mistakes, or false things while speaking as one indicator in communication apprehension factor

Then, the second factor is test anxiety factor. This factor is regarding to an unpleasant experience which concerns to the fear of failure. This is the conditon when the learners do not feel familiar with the test given to them, the task difficulty, lack of preparation before the test and their fear of getting bad grade. There are 19 students who experienced this factor based on the questionnaires distribution. Besides, it is also represented by the result of the interview below:
Researcher : Do you feel anxious of lecturer`s evaluation in the class?
Informat 5 : Yes, I was anxious
Researcher : Why ? What do you affraid of being evaluated about?
Informant 5 : I am affraid that I will be failed in speaking test, and got a a bad score

The information before means that the EFL student experience the test anxiety. It can be seen from the question that the researcher ask about the negative evaluation, but the student response represents a fear to be failed during the test. This kind of feeling is one indicator in test anxiety factor.

Moreover, the last factor is fear of negative evaluation which is defined as a fear of others` evaluations that results to the feeling of worry to commit in verbal error so that others will evaluate negatively. It is also can be understood that fear of negative evaluation is a fear of appearing awkward, foolish, and incompetent in front of others. There are three students who experience the speaking anxiety by this factor. In addition, this is also supported by the result of the interview as follow:

Researcher: Do you feel anxious or fear to speak in English in front of many people, like your friends?
Informant 3: I only feel worry, if i could not answer the question later on. So it would give an impression that i do not master my material. It does not mean we do not master the material somehow, yet sometimes we got blank, in front of them, nervous in front of many people.

From the above short part of interview, it can be seen that the student feel anxious because of appearing incompetent due to the nervousness to speak in English.

Regarding to the previous explanation of each factor, the following is the description each factor`s percentage that has been analyzed in this research:

Table 1. The percentage of foreign language anxiety factors

Factor	Number of Students	Percent age
Communicative Apprehension	7	24,14
Test Anxiety	19	65,52
Fear of Negative Evaluation	3	10,34

The table above shows that all the factors were experienced by the EFL students in speaking. However, the description also represents that there are seven EFL learners who are indicated having communicative apprehension as the factor of their anxiety. Then, 19 learners are included in test anxiety factors. After that, three learners have fear of negative evaluation factor. Those are gotten by counting the number of students who experienced a certain factors of speaking anxiety. The description on the table means that the test anxiety factor is the most frequent factor that is felt by the EFL learners since it has 65,52 % among the three factors existed. Hence, the briefer illustration is on the following diagram:
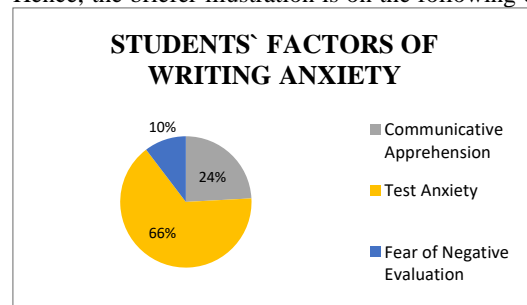

Figure 1.Students' Factor of Speaking Anxiety

EFL Learners` Attitude

The second research question is answered by the finding about the learners` language attitude. The EFL learners` attitude is barely seen from the questionnaires derived from Kara (2009), and McKenzie, (2010) that had been distributed. They were 45 statements in the questionnaires that were divided into 30 positive statements and 15 negative statements. The Positive statements represent a positive attitude, while the negative statements represent the negative attitude.

Based on the interval that is derived from the questionnaires, 26 learners represent positive attitude toward English as it is seen that their average score is ranging from 3,50 to 5,00. Meanwhile, there are 3 learners have almost negative attitude since their each of the got 3,30; 3,40; and 3,40 average scores. Those scores are categorized between 0,00 to 3,49. Therefore, even if their language attitude scores are not too low, they are still categorized having negative attitude.

The learners language attitude mean scores are as the following table:

Table 2. EFL Learners` Attitude Score

Learner	Attitude Score	Learner	Attitude Score
1	3,5	16	3,4
2	3,9	17	3,5
3	4,1	18	4,2
4	4,3	19	3,2
5	3,7	20	4,8
6	4,2	21	4,0
7	4,7	22	4,8
8	3,3	23	4,2
9	3,4	24	4,4
10	3,7	25	4,6
11	3,7	26	3,9
12	3,6	27	3,7
13	4,9	28	3,7
14	4,4	29	4,3
15	4,3		

EFL Learners` Speaking Achievements in relation to their language anxiety and attitude.

The last finding is about the correlation between the EFL learners` speaking anxiety and language attitude on their speaking achievements. This is answered by counting the Pearson`s correlation coefficient that includes the final scores of anxiety questionnaires, language attitude questionnaire and the learners` speaking achievement scores. The correlation result is in the following table:

Table 3. The Correlation Result Based on SPSS 2.5

Correlations		Language Anxiety	Language Attitude	Speaking Achieve-ments
Language Anxiety	Pearson Correlation	1	.779**	.615**
	Sig. (2-tailed)		.000	.000
	N	29	29	29
Language Attitude	Pearson Correlation	.779**	1	.417*
	Sig. (2-tailed)	.000		.024
	N	29	29	29
Speaking Achievements	Pearson Correlation	.615**	.417*	1
	Sig. (2-tailed)	.000	.024	
	N	29	29	29
*. Correlation is significant at the 0.05 level (2-tailed).				

The table above shows that the data were statistically analysed by using 2-tailed Pearson`s Correlation in 0.05 level of significant. Hence, the three hypotheses that are mentioned in chapter III were answered as follows:

1. The score of language anxiety coefficient in relation to the EFL learners speaking achievements is 0,615 which is higher than the r – table score 0.355 in having 29 samples of research. Hence, there is a significance correlation between EFL learners speaking anxiety and their speaking achievements. it means that the Hypotheses 1 (H_1) is accepted.
2. The score of language attitude coefficient in relation to the EFL learners speaking achievements is 0,417 which is higher than the r – table score 0.355 in having 29 samples of research. Hence, there is a significance correlation between EFL learners speaking anxiety and their speaking achievements. it means that the Hypotheses 2 (H_2) is accepted.
3. The last Hypotheses (H_3) is directly accepted because the first variable (foreign language speaking anxiety), and the second variable (language attitude) are significantly correlated to the EFL learners speaking achievement

Based on the result of this research, foreign language speaking anxiety has three factors. They are communicative apprehension, test anxiety, and fear of negative evaluation. From the analysis, the finding of this research shows that the previous three factors are

experienced by the learners. However, one of the factors becomes the dominant or the most frequent factors in EFL learners speaking anxiety. This dominant factor is test anxiety which is faced by 65.52% of all students. Meanwhile, the communication apprehension is experienced by 24.14% learners, and fear of negative evaluation gets 10.34% of the learners` anxious factor.

Based on the theory, communication apprehension is the factor of foreign language speaking anxiety where the learners feel afraid of communicating with people, including both talking in front of others or in groups, and receiving and responding spoken message. Although there is a fact that communication apprehension leads to fear of speaking, it also causes the fear of not being able to understand others' speech, (Kralova, 2016). In the other words, 24.14% of EFL learners in this research are afraid of speaking in front of many people by using English.

Then, test anxiety is a factor that reveals the EFL learners anxiety of falling to perform his / her ability to speak in English. It usually happens due to a high demand that the learners put on themselves to be a perfect English speaker. As the result, they feel afraid of failure or getting a bad score while being tested (Kralova, 2016). This factor is the most frequent factors among the EFL learners at STKIP PGRI Sumatera Barat (65.52%). It can be understood that most of them are afraid that they will not pass the speaking test give by the lecturers.

Moreover, the last factor that is experienced by the smallest part of the learners in Fear of negative evaluation. It is the condition where students are nervous due to the negative evaluation or judgement from others in any kind of situation while they are speaking in English (Wörde, 2003). This factor leads the learners to feel shy that they cannot speak better than their other friends. In addition, they usually feel like appearing foolish while speaking in English in front of others.

The explanation above is in line with one of researches that had been previously conducted by Antoro, Wisasongko & Khazanah (2015). Their research shows that the causes of the foreign language speaking anxiety are fear of making mistake, self esteem, and formal classroom environment. Those factors are already included in this research in which fear of making mistake is the indicator of communication apprehension. Then, the self esteem and classroom environment are included in the fear of negative evaluation. Hence, among all the factors, test anxiety mostly appears within the EFL learners. It is regarding to the demand of their major to master English Speaking so that they can pass each semester well. Besides, being tested will make most of the learners feel nervous since they are aware of being assessed.

Furthermore, the EFL learners` language attitude that was found out in this research is categorized positive attitude. This attitude represents the way EFL learners reach on the use of the language. Then, language attitude has an obvious influence on the learners performance (Kara, 2009). Theoretically, there are three aspects to see the EFL learners` language attitude. Those aspects are behavioral, Cognitive, and emotional aspect. The behavioral aspect of language attitude deals with the way

learners behaves and reacts in a particular situation related to the use of the language. This aspect engages the learners emotionally to the language they are learning. Then, the cognitive aspect is about the learners` belief about the knowledge that they receive and their understanding in the learning process. This includes four steps like (1) Connecting new knowledge of the language to the previous one that they already learnt; (2) Creating new knowledge after connecting; 3) Checking the new knowledge; and (4) applying the new knowledge of the language in many situations (McKenzie, 2010:22)..

Moreover, the emotional aspect is more likely regarding to the learners feeling of liking or disliking the language they are learning. This includes their emotional appeal of liking the objects or people surrounding the situation by the use of the language. It means that, the EFL learners feeling of comfortable to be surrounded by people speaking in English, or announcement written in English represent their emotional aspect of language attitude. (Choy & Troudy, 2006).

In this research, the EFL learners were having positive attitude. This result is gotten from the questionnaires in which only three out of the 29 participants having a little bit negative attitude toward English. Another study in relation to language attitude was done by Abidin (2012). The finding of his study shows that the learners have negative attitude toward learning English. This result is in contrast to this research in which most of the learners have positive attitude. It is represented by the average score of learners` language anxiety that is mostly ranging from 3.50-5.00 (indicating positive attitude).

In the end, the result of the analysis shows that the foreign language speaking anxiety is significantly correlated to EFL learners speaking achievements where the r-count (0.615) is higher than the r-table (0.355). Besides, the EFL learners` language attitude is quite strongly correlated to their speaking achievement in which the r-count (0.417) is also higher than the r-table. Hence, it can be interpreted that the Foreign Language Anxiety (X_1) and Language Attitude (X_2) are together correlated to the EFL learners Speaking Achievement (Y).

There are several studies that had been done regarding to this. The first is conducted by Tridinanti (2018) which show a result that the speaking anxiety has no significant correlation to the speaking achievement. It is in contrast to this research which shows a quite significant correlation between foreign language anxiety and speaking achievement. Another study supports the result of this research, it is conducted by Zeinivand, Azizifar, &Gwhary (2015) who found the foreign language attitude is significantly correlated to EFL learners speaking achievement.

Regarding to both of the previous research result, there is a different in one of the variable in which another researcher found that the language anxiety is negatively correlated to the speaking achievement. However, Horwitz (2001) says that foreign language anxiety will affect the EFL learners speaking performance. This different result could be cause of the different site and participants of the

research. Indeed, it represents the real condition based on the data that have been taken and analyzed during the research process.

4. CONCLUSIONS

The conclusion can be drawn on each purposes that (1) There are three factors of foreign language speaking anxiety that are experienced by the EFL students in STKIP PGRI Sumatera Barat. Those factors are communication apprehension, test anxiety, and fear of negative evaluation. After calculating the total score inside the questionnaires, test anxiety become the most frequent factor that is felt by 65.52% of the learners. meanwhile, the communication apprehension is about 24.14%, and the fear of negative evaluation is about 10.34%.

Furthermore, (2) the language attitude of the EFL learners in STKIP PGRI sumatera Barat is categorized positive. It is because 26 out of 29 students point at the Strongly Agree and Agree in positive statements, while Strongly Disagree and Disagree in the negative statements of the language attitude questionnaires. It is also supported by their language attitude average scores that are ranging from 3.50 up to 5.00 indicating a positive attitude.

The last result answer the third purpose about (3) the correlation between the EFL learners speaking achievement to their language speaking anxiety and language attitude. From the data analysis that had been conducted by using SPSS 2.5 that shows if the foreign language speaking anxiety is significantly correlated to EFL learners speaking achievements where the r-count (0.615) is higher than the r-table (0.355). Besides, the EFL learners` language attitude is quite strongly correlated to their speaking achievement in which the r-count (0.417) is also higher than the r-table. By those result, the Hypotheses that are mentioned in chapter III are all accepted. Hence, it can be interpreted that the Foreign Language Anxiety (X_1) and Language Attitude (X_2) are together correlated to the EFL learners Speaking Achievement (Y).

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