

The English Speaking Anxiety of Nursing Science Students of STIK Bina Husada Palembang

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Abstract— Foreign language learning is closely related to human psychology, where learners are the center of the learning process. Anxiety is a common reaction in English classes. Horwitz (2001) stated that one-third of the students who study foreign languages experience at least at an average level. The population of this study is the nursing science students of STIK Bina Husada in the 2016/2017 academic year; the sample of this study is the second semester students who took English II subject, where there were 45 students consist of 15 males and 30 females. The purposes of this research are to find out the Frequency and the level of English speaking anxiety of Nursing Science Students STIK Bina Husada Palembang. The frequency of English speaking anxiety is categorized into very often, often, seldom and never, while the level of English speaking anxiety is categorized into high, moderate and low. In order to collect the data, an English speaking anxiety adapted from Horwitz, E. K., Horwitz, M. B., & Cope, J. (1986) distributed. The result of this study showed that 6 students (13%) answered very often, 18 (40%) answered often, 19 (42%) seldom, and 2 (5%) answered never felt anxious when they speak English in the English class. Further, the second questionnaire showed that 2 students (5%) in high category, 42 students (93%) in moderate, 1 (2%) in low anxiety. In accordance to the students' answer, it is hoped that the students realize that it is natural to make mistake in English class.

Keywords: English, Speaking, Anxiety

I. INTRODUCTION

Foreign language learning is closely related to human psychology, where learners or students are the center of the learning process, their psychology is a key element in teaching and learning because affective factors such as motivation and attitudes are the basis of linguistic factors such as learning or acquiring four language skills. Several studies reveal the tremendous impact of affective factors on teaching and learning and show the important linkages of language learning and affective variables. Brown (2007) stated that some factors affected students in language learning that come from themselves is personality factors. He classified some personality factors including self esteem, willingness to communicate, motivation, etc

Anxiety is a common reaction in English classes as a foreign language. Anxiety is a term that describes a psychological disorder that has characteristics of fear, concern for the future, prolonged anxiety, and nervousness. It is common to everyone. However, anxiety is called a psychological disorder when anxiety prevents a person from living everyday life and undergoing productive activities.

Horwitz (2001) stated that one third of students studying a foreign language experience at least anxiety in foreign languages at an average level while Luo (2013b) argued that anxiety in foreign languages has a very wide negative effect on learning foreign languages, especially English. Speaking in public can cause anxiety because every activity done by humans has a tendency of anxiety. Anxiety is usually reflected through the words of a complaint and shows a pessimistic attitude. Based on the data obtained, when the writer taught in the classroom and asked the students to speak, there were still many students who were afraid and reluctant to speak in English, when questions were asked in English, students answered in Indonesian. Many English teachers and researchers are interested in finding the causes of anxiety in foreign languages. There are four language skills in English, namely; reading, speaking, listening and writing, of the four language abilities, speaking is known as the cause of anxiety.

Negative words also will make individuals less confident and indirectly make individuals unsuccessful through these activities. Fear and pessimism will dominate the minds of individuals because of concerns about the judgment of other individuals. One effort that can be done is by applying positive words that are encouraging to calm the heart and mind.

Some literature review reveals that anxiety is a feeling that can lead to decreased and ineffective levels of learning among students. If the anxiety is too high, then it will lead to failure in learning, then, the level of anxiety is seen as a predictor in the success of learning English as a foreign language.

Language Anxiety

Language anxiety was divided in 3 categories by Horwitz et al. (1986): 1) communication apprehension, 2) test anxiety, and 3) fear of negative evaluation to provide teachers with the nature of anxiety. They described communication apprehension as 'a type of shyness characterized by the fear of or anxiety about communicating with people', test anxiety as 'a type of performance anxiety stemming from a fear of failure' and fear of negative evaluation as 'apprehension about others evaluation, avoidance of evaluative situations and expectations that others would evaluate negatively' while Young (1991) stated 6 sources of language anxiety, they are

1. Personal and interpersonal, language anxiety can arouse when someone has low self-esteem. People with low self-esteem often worry about what others think about them. At that moment anxiety will appear.
2. Personal belief about language learning, belief is very important in language learning. Once belief becomes unrealistic, it will lead language learners to feel anxious.
3. Instructor beliefs about language teaching, most instructors play their role as the center of the class, they who believe their role is like a commander instead of facilitator, may contributing to learner language anxiety
4. Instructor-learner interaction, some experts believe that harsh manner of correcting learners' errors is often cited as provoking anxiety. Learners who are corrected in front of their friends will feel pressured for not performing well and look so terrible. Their tense feeling results in anxiety
5. Classroom procedure, having to speak in front of the class is the primary centre of classroom procedure which arouses learners' anxiety. Oral quizzes and having to respond orally in the target language are other strong sources of anxiety.
6. Language test, language testing is another source of learners' language anxiety. Some particular language test items may lead learners to anxiety. Spending hours of time is studying only to find tests or utilize question type which they have no experience will also cause anxiety.

Speaking Anxiety

Speaking anxiety is a fear or doubt that occurs to a person because they do not have the confidence and mental lack of ready. Anxiety speech often occurs to a person during a speech, percentage in front of the class, or when you perform such as reading poetry and others.

Sundari (2005) likened the anxiety of speaking with fear while it is part of human life, it means that fear and anxiety is the same thing but someone who feels these two things will certainly be able to distinguish where he was feeling frightened or was feeling the anxiety of talking, because the situation of fear and speaking anxiety would be different.

Speaking is a significant part of language learning, because of the tremendous impact of language learning, speaking anxiety has played a crucial role in language learning and second language learning or foreign languages.

Woodrow (2006) examined the relationship between second language anxiety, speech and primary causes of anxiety with 275 advanced English students. The results showed a significant negative association was found between the anxiety of speaking a second language and oral performance. The main cause of anxiety is interacting with native speakers and it is concluded that speaking anxiety makes a debilitating effect on speaking English for some students.

The purpose of English learning in Nursing Program is to discuss the integration of the four basic skills of English speaking, listening, reading and writing, including aspects of grammar and vocabulary into the scope of services and nursing work in both clinical and community practice learning in the classroom and / or in the laboratory. In the advanced stages, the English Language courses prepare students to be able to score an adequate TOEFL / IELTS score to continue their education to a higher level or to work abroad.

II. METHOD

In this study, researcher used descriptive method. The design of this method is used to describe the data collected. Descriptive research is not only limited to the problem of collecting and compiling the data, but also include the analysis and interpretation of the meaning of the data. This research was conducted at Graha room of STIK Bina Husada Palembang, 49 students became the sample of this research, but there was only 45 students met the criteria; the other 4 did not complete the questionnaire. Those 45 students consist of 15 male and 30 female students.

To obtain this research data, the researcher distributed two questionnaires, first is the frequency of students' speaking anxiety, the answer's options are started from very often, often, rarely and never and the second is speaking anxiety questionnaire adapted from Horwitz, E. K., Horwitz, M. B., & Cope, J. (1986). To answer these questionnaires, students are asked to fill their opinion by using a likert scale. Likert scale is the scale used to measure perceptions, attitudes or opinions of a person or group about a social event or phenomenon, based on the operational definition set by the researcher. The form of Likert scale answers include: strongly agree, agree, hesitate / neutral, disagree, and disagree. In Likert-scale usage, there are two forms of question: positive question form to measure positive scale, and negative question form to measure negative scale. Positive questions were scored 5, 4, 3, 2, and 1; while the form of negative questions are scored 1, 2, 3, 4, and 5.

III. FINDING AND DISCUSSION (HEADING 1)

This research was conducted on Friday, July 14th, 2017. There were only 45 students completed the questionnaire and met the criteria. There was two questionnaires used, the first questionnaire asked the students to express the frequency of English speaking anxiety, the answer's options were very often, often, rarely, and never. The result of this questionnaire is drawn in the table 1

Table 1 English Speaking Anxiety Frequency

Frequency	Sum	Percentage
Very often	6	13%
Often	18	40%
Rarely	19	42%
Never	2	5%

There were 2 students or 5% who stated never feel anxious when speaking English, 19 students (42%) in rarely category, 18 students (40%) were in often category and 6 students (13%) in very often category when they spoke English.

The second questionnaire was about students' English speaking anxiety, the students answers were categorized into high medium, and low. The result is drawn into the table 2

Table 2 English Speaking Anxiety Level

Level	Frequency	Percentage
High	2	5%
Medium	42	93%
Low	1	2%

There were 2 students (5%) in high level, 42 (93%) students were in medium level and 1 (2%) student were in low level. the result of this research showed that majority of the nursing science students, STIK Bina Husada Palembang in Academic year 2016/2017 in medium level. McDonald & Angus (2001:3) stated that Anxiety may occur as an effect of one's failure to develop the specific skills necessary for making career decisions. On the other hand anxiety may be viewed as a causative factor in career indecision.

Anxiety may occur as an effect of a person's failure to develop important special skills in making career decisions. Conversely anxiety may be seen as a factor that causes the cause of failure in a career where in this case is speaking English.

The statement illustrates that the anxiety can be formed because someone has experienced a failure in achieving something to be achieved before. For example, when a person tries to speak English, he makes some mistakes, then, his classmates laugh, Students who are identified with test anxiety will notice that characterizing behavior is in anxious situations that can be studied from a psychological and physiological angle when the students are in class.

IV. CONCLUSION AND RECOMMENDATION

Based on the results of research, the average student felt rarely feel anxious when speaking English, that is 19 students, but 18 students often feel anxious and 6 people said very often feel anxious. Based on the second questionnaire results, the English anxiety questionnaire also found that the majority of students are in moderate level, 2 students at high level and 1 student at low level.

It can be concluded that the fear and anxiety experienced by speaking English in general at the average level, but there are some students who are still very often anxious, and should be reduced.

It is recommended that the teachers, just like students, show an accepting attitude against wrong answers. Humans will have a powerful effect on the way of thinking and speaking. Negative words will make individuals less confident and indirectly make individuals unsuccessful through these activities. Fear and pessimism will dominate the minds of individuals because of concerns about the judgment of other individuals. One effort that can be done is by applying positive words that are encouraging to calm the heart and mind.

Penny Ur gives five recommendations for successful speaking activities.

1. To lower inhibition it can be good to use group work so that the inhibited person doesn't have to face the whole class when speaking. It is more likely that useful oral practice will take place in this situation than in full class. It doesn't allow the teacher to supervise all learner speech though and switching into L1 is a risk.
2. It is important to base an activity on easy language so that the participants can speak fluently and feel secure. A good way to make this work is to review vocabulary before starting.
3. To make participants motivated it is crucial that the discussion has a clear purpose. The topic should be something that the students can easily relate to and use their own experiences.
4. Give instructions about participation before starting a speaking discussion. To make sure that everyone's voice is heard the teacher can choose one student to lead the discussion.

5. A teacher should never stop encouraging students to speak the target language. A teacher can also appoint a group or person in class as monitors who will remind others in class to stick to the target language.

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