



Factors Of Non-English Foreign Language (EFL) Lecturers' Speaking Anxiety In Teaching Bilingual Classes

Darmaida Sari¹, Junaidi², San Putra³

STAI Syekh H. Abdul Halim Hasan Al-Ishlahiyah Binjai, Indonesia ^{1,2,3}

darmaidasari@ishlahiyah.ac.id¹, junaidi@ishlahiyah.ac.id², sanputra@ishlahiyah.ac.id³

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Abstrak

Penelitian ini adalah penelitian deskriptif kualitatif yang bertujuan untuk mengungkap fenomena rasa takut yang dihadapi dosen-dosen STAI Syekh H. Abdul Halim Hasan Al-Ishlahiyah Binjai dalam berbicara menggunakan Bahasa Inggris khususnya dalam kegiatan belajar mengajar di kelas bilingual. Sebanyak sepuluh orang dosen mengisi The Foreign Language Classroom Anxiety Scale (FLCAS) questionnaire adapted and modified from Horwitz, Horwitz, and Cope (1986), and Sari (2017) digunakan untuk mendapatkan data valid tentang factor rasa takut apa yang paling mendominasi dan mempengaruhi para dosen sehingga enggan menggunakan Bahasa Inggris dalam mengajar di kelas bilingual. Data menunjukkan bahwa communication apprehension secara dominan dan paling mempengaruhi rasa takut yang dihadapi dosen-dosen dalam berbicara menggunakan Bahasa Inggris dengan persentase rata-rata 56%. Di posisi kedua ditempati Fear of negative evaluation factor dengan persentase rata-rata sebanyak 53%, diikuti test anxiety dengan 48%. Dosen-dosen diharapkan mampu mengatur dan membatasi ruang gerak factor-faktor yang mempengaruhi mereka dalam berbicara menggunakan Bahasa Inggris agar proses belajar mengajar di kelas bilingual tidak terganggu.

Kata Kunci : *Berbicara; Faktor-Faktor Rasa Takut; Dosen-Dosen.*

Abstract

This research is a qualitative descriptive study that aims to reveal the phenomenon of anxiety faced by STAI Syekh H. Abdul Halim Hasan Al-Ishlahiyah Binjai lecturers in speaking English, especially in teaching and learning activities in bilingual classes. Total from ten lecturers filled out The Foreign Language Classroom Anxiety Scale (FLCAS) questionnaire adapted and modified from Horwitz, Horwitz, and Cope (1986), and Sari (2017) used to obtain valid data about what anxiety factors dominate and influence lecturers are reluctant to use English in teaching in bilingual classes. The data shows that communication apprehension factors dominantly and most influences the anxiety faced by the lecturers in speaking English with an average percentage of 56%. In second place is fear of negative evaluation factors with an average percentage of 53%, followed by test anxiety factors with 48%. Lecturers are expected to be able to regulate and limit the space for the factors that influence them to speak English so that the teaching and learning processes in bilingual classes are not disrupted.

Keywords : *Speaking; Anxiety Factors; Lecturers.*

INTRODUCTION

Anxiety or fear is a condition where people feel pressured, insecure, threatened, doubtful, embarrassed and nervous. According to Horwitz, Horwitz, & Cope (1986), "anxiety is the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system". This anxiety is related to the complex matters where there is a combination of feelings, emotions and personality traits that are felt at once (Scovel, 1978). The statement above is in line with Mayer (2008: 4) who says that "anxiety is defined as a state of intense agitation, foreboding, tension, and dread, occurring from a real or perceived threat of impending danger". Anxiety is not only experienced by people who do not have English skills, but also by those with high English skills. People sometimes say that they know grammar, but suddenly forget when there is too much grammar to memorize and when the test speaks directly (Horwitz, Horwitz and Cope (1986). The statement above is in line with MacIntyre & Gardner (1989) who stated that the nature of anxiety is limited and constrained by the given context.

It has been a phenomenon that speaking English for students who live in areas where English is only a foreign language (FL) and not a second language (SL) is a big problem. Most students experience fear, anxiety, nervousness and hesitation in speaking English. In fact, it is not uncommon to find students who feel insecure, threatened and overly afraid when asked to speak English (Horwitz, Horwitz & Cope, 1986, p.126). This is common in countries where English is only a foreign language, such as Indonesia (Setiadi, 2020). However, it is different from countries where English is a second language, such as Singapore, the Philippines and our neighboring country, Malaysia. At ASEAN (Association of Southeast Asian Nations) level, Indonesians' English proficiency is low, it got only fifth rank when compared to Singapore, the Philippines and Malaysia (Aisyah, 2012). In Indonesia, English is only taught in educational institutions such as schools, university and English language courses, after which English is not used in the environment because English is only a foreign language in Indonesia (Setiadi, 2020).

In the current 4.0 era, the role of English is very crucial and has filled all areas of people's lives. English has become an acknowledged passport in getting better education, job opportunities (Ahmad, 2016). Apart from that, "English language plays a crucial role to weave the world into a single thread (Ahmad, 2016:478). Amazingly, English has become an international language in various electronic devices, gadgets, computers and so does all kinds of applications, features and social media. All of this has used English as the language of instruction and opening. English has also entered intensively in educational institutions such as schools and universities in Indonesia. Many schools and universities have used English as the language of instruction in the classroom. As well as STAI Syekh H. Abdul Halim Hasan Al-Ishlahiyah Binjai. All teaching staff who teach are required to use English during the learning process in the classroom. even for novice lecturers, at least open and close classes using English. The use of English at STAI Sheikh H. Abdul Halim Hasan Al-Ishlahiyah Binjai is not careless and only follows trends. But more than that, the determination has been through a decree from the head of STAI. The English-language program at STAI Sheikh H. Abdul Halim Hasan Al-Ishlahiyah Binjai is also encouraged to support the campus' vision, namely to become a world-class university that is superior and globally oriented to support the welfare of the community.

This policy has an impact on the entire academic community, not only students but also lecturers who teach in the classroom, where basically many of these lecturers teach general, specialist courses and are not English lecturers. The lecturers try to teach using English in class. In the process of teaching, the lecturers experienced many obstacles. From the results of observations and interviews with several lecturers who teach in bilingual classes at STAI Syekh H. Abdul Halim Hasan Al-Ishlahiyah Binjai, it was found that many lecturers felt anxious, afraid and doubtful in teaching using English. Researchers are interested in digging deeper into this phenomenon. The researcher wants to know of the 3 factors that trigger the fear faced by these lecturers, which factor is the most dominant and makes the lecturers feel insecure and afraid in using English.

Anxiety is divided into three categories, namely: 1) communication apprehension; 2) fear of negative evaluation; and 3) test anxiety (Horwitz, Horwitz, & Cope, 1986).

1. Communication apprehension

Communication apprehension factor is the anxiety of speaking English because someone who is not confident to talk with others in public speaking terms (Horwitz, Horwitz & Cope, 1986). This person always avoids speaking English directly to others and anticipates not to speak directly (McCroskey, 1984). There are seven causes for someone experiencing communication apprehension, including: low intellectual skills, speech skill deficiencies, voluntary social introversion, social alienation, communication anxiety, low social self-esteem, and ethnic/cultural, divergence in communication norms (McCroskey, 1980).

2. Fear of negative evaluation

Fear of negative evaluation is the anxiety of speaking English because of the feeling of anxiety being judged badly and getting a bad evaluation from the other people (Horwitz, Horwitz, and Cope, 1986). Someone who suffers from fear of negative evaluation tends to avoid being asked to speak English because he is afraid of getting bad feedback and will be judged badly by the other people (Watson & Friend, 1969).

3. Test anxiety

Test anxiety is related to a person's fear of speaking English due to fear of failure (Gordon & Sarason, 1955, as cited by Horwitz, Horwitz and Cope, 1986). The failure in question is that the person tries to prepare whatever he is going to convey as best he can, but what he has prepared just disappears when he feels afraid. In contrast to the statement above, Yamashiro & Mclaughlin (2001: 114) said that the test of anxiety is a container that facilitates fear and motivates the person to study even harder so they do not experience failure.

METHOD

This research method is descriptive qualitative. Totally ten lecturers who teach in bilingual classes from two study programs, namely Islamic economics and Islamic banking, STAI Syekh H. Abdul Halim Hasan Al-Ishlahiyah Binjai will be participants in this study. As an instrument in collecting research data, the researcher used the Foreign Language Classroom Anxiety Scale (FLCAS) questionnaire developed and modified from Horwitz, Horwitz and Cope (1986) and Sari (2017). The questionnaire is used to measure the level of fear that non-English lecturers face in speaking English in bilingual classes. There are fifteen items in the questionnaire which are divided into 3 factors of anxiety, namely: communication

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apprehension; fear of negative evaluations; and test anxiety (Horwitz, Horwitz, & Cope, 1986). Questionnaire result data will be analyzed using reduction data, display data and data verification or drawing conclusions (Miles & Huberman, 1994).

FINDINGS AND DISCUSSIONS

Based on the results of research conducted by researchers to find out what fear factors most influence the condition of non-English lecturers when teaching bilingual classes, the following results are obtained:

a. Communication Appreciation Factors

Table 1. Communication Apprehension Factors

No	Items	Total Choices	Total Participants	Percentage
1	I start to panic when I have to speak without preparation in Bilingual class.	8	10	70%
2	I feel shy when speaking English in front of students.	7	10	60%
3	I feel afraid to convey the material	7	10	70%
4	While speaking English, I get so nervous; I forget things I really know	6	10	40%
5	Even if I know the answer; I am doubt to express it by English	7	10	40%
6	I tremble and feel my heart pounding when I know that I'm going to be discussed with students by English	6	10	40%
7	I never feel confident to speak English in the class	8	10	70%
<i>Mean (\bar{x})</i>				56%

From table 1. Communication apprehension factors above, it is known that several lecturers suffer from communication apprehension factor with an average percentage of 56%. The facts show that feelings of panic, embarrassment, fear, nervousness, doubt, trembling and heartburn and feeling insecure have disturbed the lecturers in teaching using English.

b. Fear Of Negative Evaluation Factors

Table 2. Fear Of Negative Evaluation Factors

No	Items	Total Choices	Total Participants	Percentage
1	I think that my students' English is better than mine	7	10	70%
2	I am afraid that my students will laugh at me when I speak English	7	10	70%
3	I feel worried when my students correct my English	3	10	30%
4	I forget the materials while speaking English if the students look at me	4	10	40%
<i>Mean (\bar{x})</i>				53%

The data from Table 2. Fear of negative evaluation factors show that feelings of insecurity with negative thoughts that students will judge badly, feelings of fear of being laughed at when speaking, feeling anxious to the point of forgetting teaching materials are the

impacts caused by fear of negative evaluation. A total of 53% of these lecturers experienced fear of negative evaluation

c. Test Anxiety Factors

Table 3. Test Anxiety Factors

No	Items	Total Choices	Total Participants	Percentage
1	I am headache when I should speak English in the class	7	10	70%
2	I am worry even I am well prepared for the English in bilingual class	5	10	50%
3	During the Bilingual Class and conducting discussion, I forget what I want to talk	3	10	30%
4	I feel nervous before and after the bilingual class	4	10	40%
<i>Mean (\bar{x})</i>				48%

The same thing also happened in test anxiety. From table 3. Test anxiety factors revealed totally 48% of lecturers feel afraid to speak and teach in English because they feel headaches when speaking in English, feel anxious, forgetful and nervous before and after speaking in English.

Based on the data that has been obtained and described above, it was found that the anxiety faced by the lecturers in the bilingual classes was divided into three factors, namely: Communication apprehension factors, Fear of negative evaluation factors and test of anxiety factors. The average percentage of the three factors above, fear of Communication apprehension factors is 56%, Fear of negative evaluation factors is a total of 53% and test of anxiety factors is a total of 48%. Communication apprehension factors led to the fear faced by lecturers in teaching bilingual classes using English with a total percentage of 56%. The second position is occupied by Fear of negative evaluation factors with a total of 53% and in third place with a total of 48% is occupied by the test of anxiety factors. The average percentage of the three fear factors faced by lecturers when teaching English in bilingual classes is clearly presented in the bar graph below:

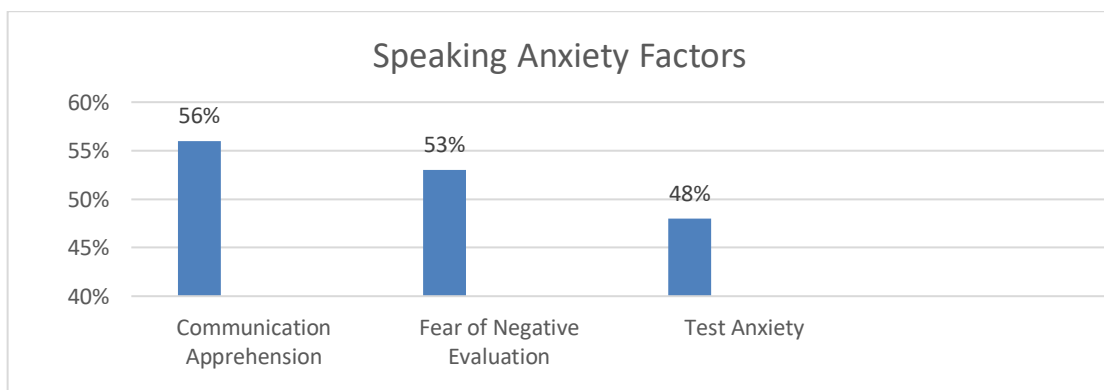


Chart 1. Speaking Anxiety Factors

Communication apprehension dominates the fear faced by lecturers when speaking English in bilingual classes. This finding is in line with Chakriyarat & Sarobol (2019) who found that the communication apprehension factor made Thai staff in an international bank organization feel afraid to speak and discuss in English with foreigners or new people in

public. Communication apprehension greatly affects the nature of a person to be very afraid and in the end be silent without daring to speak English. The research results of Malik & Oteir (2021) found a surprising fact where many Chinese students were traumatized to the point of choosing to be silent and passive when asked to speak English. Communication apprehension is very disturbing and has become an obstacle for someone to speak English. the impact of communication apprehension is very much. Jalleh, Mahfoodh, OHA, & Singh, (2021) stated that a high sense of apprehension when speaking English has caused Japanese students who are on student exchange to Malaysia to be afraid and very nervous when they have to tell stories about their culture and educational background. This is very closely related to the lack of practice speaking in English, the lack of opportunities to speak in public and the absence of an adequate English language environment to mingle and communicate together. Communication apprehension triggers many problems in the nature and self of someone who experiences it. Someone panics when they have to speak without preparation, feels embarrassed when speaking English, feels afraid to convey suggestions and ideas, becomes very nervous and sometimes forgets what he wants to convey. Not only that, heart beats and tremors and lack of confidence when communicating in English are also the result of communication apprehension that someone suffers when speaking a foreign language.

CONCLUSION

This research focuses on phenomena that exist in the field so far where there are many irregularities about how it is possible for the lecturers in the bilingual class of STAI Syekh H. Abdul Halim Hasan Al-Ishlahiyah Binjai to be lacking and some even do not use English in teaching in the bilingual class. It turns out that after the research was conducted, it was found that there were factors causing these lecturers to rarely use English in teaching their subjects in class. The main factor is the fear of speaking in a bilingual class. Based on the results of the questionnaire, it was stated that communication apprehension, fear of negative evaluation and test anxiety made these lecturers reluctant to speak in class. The data also shows that of the three fear factors, communication apprehension is the most dominant cause of fear with an average percentage of 56%, followed by fear of negative evaluation of 53% and test anxiety of 48%. Communication apprehension factors have caused English speakers to be afraid and even reluctant to speak English. It does not only happen to the students with low English proficiency but also to the students with high English proficiency. Even for the level of lecturers or teaching staff who teach using English as the medium of instruction, they still experience anxiety which is sometimes excessive and uncontrollable, causing disruption to the process of speaking in English. In the end, the learning process in the classroom also became disrupted and not conducive.

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