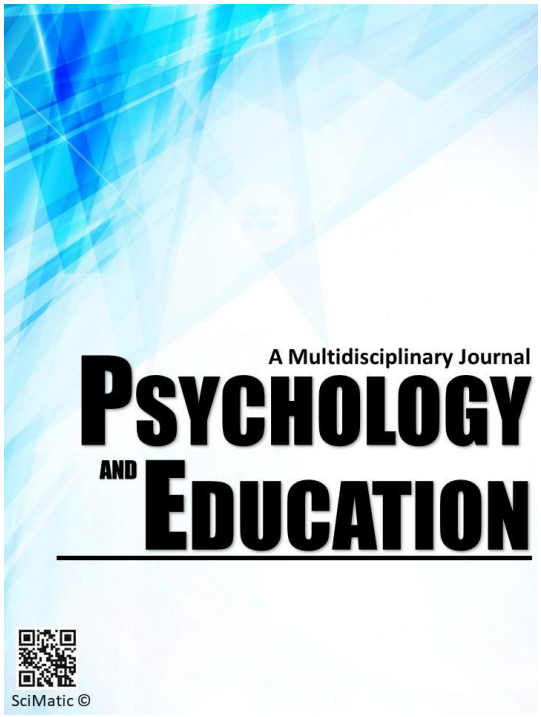
LEVEL OF ANXIETY IN SPEAKING ENGLISH AMONG COLLEGE STUDENTS



PSYCHOLOGY AND EDUCATION: A MULTIDISCIPLINARY JOURNAL

2022
Volume: 4
Issue: 1
Pages: 52-63
Document ID: 2022PEMJ195
DOI: 10.5281/zenodo.7032207
Manuscript Submitted: 2022-08-19
Manuscript Accepted: 2022-08-29

Psych Educ, 2022, 4 (1), 52-63, Document ID: PEMJ0, doi: 10.5281/zenodo.7032207, ISSN 2822-4353

CC BY NC

Research Article

Level of Anxiety in Speaking English Among College Students

Romeo V. Bordios Jr.*, Ariel C. Miranda, Amelia R. Abdul, Jecyl Bless M. Almirol, Jesriel A. Mascud
For affiliations and correspondence, see the last page.

Abstract

The study described the level of anxiety in speaking English among college students in Notre Dame of Midsayap College. Additionally, it tried to determine the significant difference of the level of anxiety in speaking English when grouped according to sex. Anxiety is the focus of this study because it causes negative impacts on language learners who are likely to withdraw from classroom interactions. It results in low engagement in classroom activities; worse, no participation at all. This study utilized quantitative research design. Three (3) fields of speaking English anxiety were identified: (a) public speaking, (b) oral recitation, and (c) conversational dialogue. The data gathered were analyzed through a statistical program such as frequency, percentage distribution, weighted mean, and T-test. This study has found out that among the three (3) fields of speaking English anxiety, students have high anxiety in public speaking. Students have visible signs of nervousness in oral recitation, such as sweating palms. They are also conscious of their English pronunciation. It was also confirmed by this study that there is no significant difference of the level of anxiety in speaking English when grouped according to sex.

Keywords: Anxiety, Anxiety Level, Public Speaking, Oral Recitation, Conversational Dialogue

Introduction

English is an international language widely accepted as a dominant medium of communication in which people all over the globe communicate regardless of the existing cultural differences and language diversity among people. It is an integral tool for communication, occupation, understanding culture, and understanding other nations' visions. It cannot be denied that the English Language has one of the pivotal roles being played in our society, not to mention its importance in the educational context of our nation.

According to Gumartifa and Syahri (2021), learning English is very important for each category level of education. Since English is an international language, teachers and students keep trying to find the best or most appropriate way to learn English. Students' English proficiency is measured by their ability to speak the language. Students who speak well and rely on proper English pronunciation, intonation, and expression are said to have good English practice.

Among the four English as a Second Language (ESL) skills, speaking is the most crucial in learning a second language, yet ironically, it is the most neglected skill as ESL teachers often resort to drilling and memorization in teaching speaking skills (Bahadorfar & Omidvar, 2014; Dewi et al., 2016; Rao, 2019).

However, anxiety is still a major problem encountered by every English as a Foreign Language (EFL) and English as Second Language (ESL) learners. Anxiety, in particular, is the focus of this study because it causes negative impacts on language learners who are likely to withdraw themselves from classroom interactions. Many of us have been in situations as language learners when the teacher asked us to come forward to perform or participate in English class. We avoid doing feel uncomfortable being chosen to speak next. At other times, we avoid communicative opportunities altogether (Pörhölä et al., 2019).

Affective factors, including attitudes, emotions, motivations, and anxiety, have long been researched, well documented, and considered essential and instrumental in Second and Foreign language acquisition. Most factors leading to English speaking anxiety and specified applying grammatical rules learned in speaking English as a possible cause of why students become anxious when discoursing with native speakers (Hadi et al., 2020). Therefore, speaking English anxiety often leads to poor communication skills and a low rate of classroom engagement.

At Notre Dame of Midsayap College (NDMC), English is used as a medium of instruction in most subjects. However, researchers have observed difficulties and challenges in speaking the English Language. Some students are hesitant and shy to express their ideas and tend not to participate in oral activities and public conversations. For this reason, the researchers were prompted to study the anxiety level in speaking English.

Research Questions

This study aimed to determine the level of anxiety in speaking English among college students. Specifically, this study was conducted to answer the following questions:

1. What is the respondents' demographic profile in terms of sex?
2. What is the anxiety level of the respondents in speaking English in terms of
   2.1. public speaking
   2.2. oral recitation
   2.3. conversational dialogues
3. Is there a significant difference in the anxiety level of the respondents in speaking English when grouped according to sex?

Literature Review

Importance of English Language

The English language is essential in our lives as it helps communication. It is the main language for studying any subject all over the world. English is important for students as it broadens their minds, develops emotional skills, and improves their quality of life by providing job opportunities.

Moreover, English as an international language is growing because it is the only medium for communication in many countries. English is also used widely in the literature and media section to publish books. Most writers write in the English language because the vast majority of readers know the English language and can best describe their ideas in the English language (Speakers Language Lab).

Owolabi and Nnaji (2013) stated that English is an irresistible language as far as development is concerned because "for any nation particularly in the third world to be relevant and derive the maximum benefit from the opportunities that abound in every area of human need, for personal advancement and national development, English is a sine qua non". This is why English continues to hold sway as the language of development in most developing nations and even in some developed nations of Asia, where it is learned and used as a foreign language.

Moreover, the importance of communication (English) to man is incalculable, especially when daily human interaction is considered. In political and social policy, the English language functions as a vehicle of interaction and an instrument of communication with the use of communications, although it has always possessed an added cultural importance as a tool of the dominant ideology (Danladi, 2013). A language is a powerful tool of control used by the colonial powers. According to Danladi (2013), the English language plays a crucial role in the people's social, political, and economic life support in a given geographic entity. Despite all the perceived roles of the English language to humankind, and all-embracing interpretation of its continues to elude us due to the complexity of its structure and functions.

According to Olusoji (2012), the English language contributes immensely to the rapid growth and development experienced in Nigeria. Salahuddin et al. (2012) stated that English is the dominant language of international business and economic development and that dominance continues to grow with the continued globalization of business mergers and international investment.

In a study conducted by Repudi Sucharitha (2022), it was concluded that many agree that knowing how to speak English has been essential to our globalized world. It has been seen as a universal language on the internet and the primary way of economic, political, and social relationships. Finally, English and Globalization are inseparable, living one another in the present-day world like the body and soul of a human being. It is important to be aware of what that competitive world considers an essential skill so that society can be better prepared for interactions in its everyday life. "English is a language before globalization, and English is the language after globalization and ends with the same phrase".

Language Anxiety

According to American Psychiatric Association (2021), anxiety refers to the anticipation of a future concern and is more associated with muscle tension and avoidance behavior. Anxiety is a subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system (Damayanti & Listyani, 2020). Anxiety is not an illness; it is just a type of behavior to anticipate the coming of an unpredictable situation (Angelia & Listyani, 2019). Sari (2017) argued that "anxiety is natural and sometimes experienced by everyone". However, excessive anxiety sometimes makes the sufferer unable to do anything. Identically, they were supported by Abrar, Failasofah, Fajaryani, and Masbirorotni (2016). Foreign language anxiety can be considered complex and different from one's self-perception, conduct, sense, and assumption related to using a foreign language in a foreign language

classroom. In couple with this, anxiety is a common phenomenon felt by students worldwide that cause poor academic performance (Dawood et al., 2016).

In a study conducted by Wahyuningsih and Afandi (2020), they discovered that speaking English is difficult for Indonesian undergraduate students in the English language education department at the State Islamic Institute of Kudus because it appears to be more complex than their native language. The results of the analysis reveal that the problems encountered by the students in the English language education department in speaking English cover the lack of appropriate vocabulary, grammar mastery, correct pronunciation, the input of English outside the class, confidence, and the English speaking curriculum development. Woodley et al. (2020) discovered that the 46 undergraduate and postgraduate students from the University of the West of England (UWE) in Bristol had formed a fear of public speaking. According to researchers, their study's survey provides further evidence that higher education institutions should acknowledge public speaking fear among some students and provide more support in oral presentation assessment.

Indrianty (2016) stated that language anxiety is considered one of the problems for language learners in achieving proficiency in a foreign language. One of its psychological impacts is anxiety (Sutejo, 2018). Anxiety itself is one of the obstacles for students in speaking English. It can be said that anxiety is one of the most negatively influential affective variables which prevents students from succeeding in learning a foreign language. It simply means that anxiety can make students nervous and scared and poorly affect their oral performance.

Moreover, according to Rudiansyah, Amirullah, and Yunus (2016), many factors trigger anxiety in students at school. Such as high curriculum targets, non-conducive learning nuance, dense assignments, tight assessment systems, and injustices can be factors that cause anxiety originating from curriculum factors. The influence of demands, competition, and disasters that occur in life can impact physical and psychological health (Pratama, 2022). Likewise, the attitude and treatment of less friendly, harsh, fierce, and less competent teachers can also cause anxiety in students, which comes from the teacher factor. Then the strict application of school discipline that prioritizes punishment, the less comfortable school climate, and the limited facilities and pre-study facilities are also factors that trigger anxiety in students originating from school management factors.

In a related study conducted by Joni and Dharmayanti (2016) under the title "The Effect of Anxiety in Speaking Activities with the research subject of 70 (seventy) students of class X SMAN 1 Blahbatuh", this study focuses on the correlation between anxiety and the ability to speak English in students. This study found that there was an influence between the anxiety experienced by students and their ability to speak English as much as 79%. At the same time, the influencing factors included self-anxiety in communicating English, self anxiety when facing exams, and fear of negative judgments from others.

In addition, a study conducted by Darmaida Sari (2017) which focused on investigating the factors causing speaking anxiety in 11th-grade students of SMA N 5 Banda Aceh, found that students experienced the highest anxiety in the communication apprehension factor based on the results of the Foreign Language Classroom Anxiety Scale (FLCAS) questionnaire. From the questionnaire, it can be seen that students' anxiety toward English class is 39%, English exam anxiety is 40%, fear of negative assessment is 53%, and students' anxiety about speaking English is 71%.

Furthermore, schools and other academic institutions must carry out programs such as the use of English in daily learning activities and conversations to increase self-confidence and eliminate anxiety among students when speaking English as a foreign and second language.

Factors Causing Anxiety

Horwitz et al. (1986) claimed three influential factors affecting apprehension of verbal communication, test anxiety, and fear of negative evaluation. The first factor that causes students' speaking anxiety is an apprehension of verbal communication. This means that fear of anxiety is experienced by people when they think that others will evaluate them. These concerns play a prominent role in foreign language anxiety. Students who have difficulty speaking when communicating in the target language feel uncomfortable speaking in front of others (Damayanti & Listyani, 2020). In addition, foreign language classes require students to communicate through a medium. They fear speaking because of fewer language skills that cause the limited facilities.

Next, test anxiety is the second factor that causes students' speaking anxiety. Based on Dadwood et al. (2016), test anxiety means that test anxiety is a psychological condition where students experience

extreme pressure and anxiety in any test situation. According to Oteir& AlOtaibi (2019), test anxiety distinctly exemplifies the state of anxiety whereby students experience anxiety from a particular test, but this feeling can change over time. The state of anxiety affects a person's emotions, cognition, and behaviors. Thus, this happens because of students' extreme stress, anxiety, and discomfort during and before taking a test (Salend, 2012). Students assume that all types of foreign language learning processes are part of the testing. Also, anxious students in foreign language classes may have difficulty doing this, even fearing failure. They would not consider the process of language learning as an excellent opportunity to improve their communication skills (Oteir& Al-Otaibi, 2019).

Besides the two mentioned factors above, the last factor that causes anxiety is fear of negative evaluation. According to Suciati (2020), fear of negative evaluation is defined as a concern for other people's evaluations, avoidance of evaluative situations, and the hopes that others will judge one negatively. In foreign language classes, students with a fear of negative evaluations tend to sit passively in class, withdrawing from classroom activities that otherwise can improve their language skills to avoid anxiety situations. The study of speaking anxiety has been conducted abroad, which reports on the different effects of anxiety on the second language or foreign language and its implementation. Fear of negative evaluation is when students inhibit themselves from interacting due to their fear of committing mistakes and that their teachers and peers or classmates will laugh at them (Al Hosni, 2014). This finding echoes on fear of negative evaluation by Horwitz et al. (1986, cited in Al Hosni, 2014). Those students usually held back from speaking due to their fear of receiving negative assessments or criticism from their peers and teachers. Instead, inhibition took place as students' last resort in protecting their self-image in the classroom (Salim et al., 2017).

In addition, Fagsao and Mi-Ing (2020) have found that the different factors that cause speaking anxiety among the pre-service teachers of Mountain Province State Polytechnic College- Teacher Education Department (MPSPC-TED) in Philippines were related with linguistic obstacles, audience's manifestation, and mastery of the topic and particular motives.

The Relationship between Anxiety and Speaking

According to the Department of Communication University of Pittsburgh (2020), speech anxiety is common. Even the most experienced speakers become scared when they have to give a speech or a presentation. The presenters who appear relaxed and confident have just learned to manage their anxiousness and use it to their advantage.

Students who have anxiety in class or in general are less likely to answer the teachers' questions and participate in speaking classroom activities and public discussions. Students are afraid when they talk. They often feel like negative criticism and judgment will be thrown against them whenever they speak. Thus, they are afraid of being laughed at if they commit ungrammatical errors. Besides, they probably had less vocabulary using the target language. In line with this, Sari (2017) added that "students can feel threatened, unsafe and uncomfortable when they were asked to speak English in front of their peers in the classroom". Suciati (2020) stated that students did various ways to master English, especially speaking. Although so many ways are done to improve their speaking ability, they sometimes feel so anxious in the classroom. One personal factor which greatly correlates with anxiety is self-confidence. Confidence involves the performance of students. Self-confidence can also be negatively affected when students consider themselves less limited in the target language (Suciati, 2020).

According to Horwitz and King (2011), anxiety is "unusual and extraordinary fear, and it is often characterized by physiological signs (such as sweat, tension, and increased pulse), doubts about the reality and nature of threats, and self-doubt about one's ability to overcome it". Speaking a foreign language in public or class, especially in front of native speakers, often causes anxiety. Sometimes, extreme anxiety happens when EFL students become bound or lose words in unexpected situations.

Moreover, Speaking English means using English as a foreign language to talk about something, have a conversation, or mention or describe something. According to Harmer (2007:284), speaking is how to deliver expressive communication involving knowledge of language features and a way to get information and language. There are three functions of speaking. They are talks as interaction, talk transaction, and talk performance (Richards, 2008). Speaking is the language skill that triggers the most anxiety in foreign language learning situations. Some students experience anxiety in speaking English. Anxious students will have difficulty following the lesson. They may learn less and may not be able to demonstrate what they have learned. (Puspitasari et al., 2020). Student anxiety is the anxiety felt by students in

class while learning English. Students may experience an anxiety reaction that interferes with speaking English confidently in class.

Therefore, anxiety is a general symptom that can be rooted in the previous failure, being afraid to ankle mistakes to be a citizen, losing face, or lacking self-confidence. This can block students' speaking performance in the classroom or reality. There are several signs of anxiety that showed by anxiety symptoms involved in our body, mind, and behavior (Dixon, 2011). In addition, based on the experiences of Damayanti and Listyani (2020), as a student in Academic Speaking class in 2017, many students skipped the class just because they did not feel comfortable afraid of speaking in class.

The Effects of Anxiety

Some previous studies by Agbalizu (2006) and Nimat (2013) found that "language anxiety can invert students' language performance which is indicated by the negative correlation between language anxiety level and students". Among other core skills in language learning, speaking is arguably the most affected by language anxiety in second language education (Horwitz et al., 1986, cited in Sadiq, 2017). The fear of expressing oneself verbally using the English language is referred to as English speaking anxiety. This phenomenon is usually marked by symptoms like sweating, tension, increased pulse, and other physiological manifestations (Basic, 2011). Empirical studies have extensively exemplified the effects of English speaking anxiety on ESL learners. Tsiplakides and Keramida (2009) declared that anxious students commonly avoided speaking activities in class. They showed unwillingness to participate in any speaking activity (Gregersen, 2003). They further abstained from voluntary answers when asked immediate questions (Elkhafaifi, 2005). Thus, speaking anxiety negatively affects the ESL students' oral performances.

Significant works of literature (Sadiq, 2017; Mak, 2011) have further validated that speaking anxiety is highly stimulated and provoked when students have to communicate or express themselves in English in front of the class. Speaking in front of others has been rated the biggest cause of anxiety-inducing reactions (Rumiyati & Seftika, 2018). Not only that, other stressors like pronunciation (Qzurk & Gurbuz, 2014), fear of making mistakes (Dornyei, 2001), unattractive evaluation (Ansari, 2015; Mak, 2011; & Kondo & Yong, 2003), lack of vocabulary and grammar knowledge (Mukminin, 2015), lack of preparedness (Jackson, 2002), and even teachers' attitude (Choi, 2016) in the language learning environment contribute to the debilitating and suppressing issue on language speaking anxiety.

Research on foreign language anxiety has shown that anxiety associated with foreign language negatively affects foreign language learning (Horwitz, Tallon, and Luo, 2010; Horwitz et al., 1986; Maclntyre, 1999; Marwan, 2016). Those effects can be classified into five main effects. First, academically, foreign language anxiety indicates the level of language proficiency in which experiencing high levels of foreign language anxiety lead to poor academic achievement. Studies have reported a negative relationship between foreign language anxiety and academic achievement (Horwitz, 2001). Horwitz et al. (2010) report that foreign language anxiety likely influences students' feelings about the study. Liu and Huang (2011) state that anxiety is negatively associated with students' English learning motivation. Finally, personally, students who experience anxiety in learning a foreign language could become miserable, worried, forgetful, sweaty, and other symptoms.

Besides that, teachers' roles and the learning atmosphere can also be causes of foreign language anxiety. For example, calling on students by the teachers in language classes could provoke anxiety in the students. Aydin (2008) also states that correcting the mistakes of students by teachers is another source of anxiety. Argaman and Abu-Rabia (2002) reveal that attitudes and personalities of teachers can be indicators of foreign language anxiety. All those causes have been supported by recent studies like Aydin (2016), Kurk (2018), Sammephet and Wanphet (2013), and Yoon (2012).

Speaking English Anxiety and Sex

Many studies have discussed gender and investigated the differences between males and females in terms of anxiety the students experience when learning a language. This issue is still controversial as the studies gave mixed results concerning the difference between males and females in terms of anxiety. Many studies showed that female students experience a higher level of anxiety than male students when studying a foreign language (Bensoussan & Zeidner, 1989; Abu-Rabia, 2004). The study of Abu-Rabia (2004) was conducted in Israel among Jewish students in the seventh grade. The participants in this study are studying English, a foreign language for the students. Both genders who participated in the study were taken from two different classes in Jewish schools. The study found that female

students experience higher anxiety than male students. According to the regression analysis, teachers' attitudes and gender explained about 43% of the anxiety variance, and gender has the priority in anxiety prediction over teachers' attitudes.

Abu-Rabia (2004) argued that female students might express their feelings of anxiety because females are open and express their feelings easily. On the other hand, male students are not open and do not express their feelings easily, so they might not reveal their feelings of experiencing anxiety in the process of learning a foreign or second language.

Ezzi (2012) conducted her study in Yemen at Hodeidah University. The participants are 163 students enrolled in the third and the fourth year. The data was collected using Foreign Language Classroom Anxiety Scale, and the result shows that female students experience a higher level of anxiety than male students.

Another study was conducted by Kamarulzaman et al. (2013) in UKM, Malaysia, to investigate anxiety among gifted learners. One of the aims was to investigate the difference in the level of anxiety between males and females. The result revealed that females experience a higher level of anxiety than males.

Moreover, in a study conducted by Gerencheal (2016), it was found that females had higher anxiety levels in their English classes than their counterparts males. It was also found using the t-test that students' anxiety significantly varied by gender. The Pearson's Moment Correlation Coefficient showed a significant negative relationship between students' foreign language anxiety and their English achievement, though the debilitative effect of English anxiety was more serious in females than males. The findings of this study demonstrated that significant gender differences in foreign language anxiety were found.

Fields of Speaking English Anxiety

Public Speaking

Public speaking is an essential life skill in the modern world, full of meetings, conferences, and networking events (Barnard, 2018). Public speaking is the act of performing a speech to a live audience in a structured manner to inform, entertain and persuade them. There are many aspects to public speaking, from picking a topic and writing a speech to answering questions from the audience. Public speaking is usually a formal, face-to-face speech to either a single person or a group of listeners. Public speaking can transmit information, tell a story, motivate people to act, or some combination of those. Public speaking plays a large role in the professional world - it is believed that 70 percent of all jobs involve some form of public speaking.

Furthermore, public speaking is one language skill that is very important to be mastered by students to be good communicators. 'Public Speaking is the verbal use of language to communicate with others' (Fulcher, 2003, p. 23). According to Hall, speaking is an ability that is taken for granted, learned through a process of socialization through communicating (Fulcher, 2003). "Public Speaking is making use of language in ordinary voice; uttering words; knowing and being able to use a language; expressing oneself in words; making a speech" (Hornby, 1987, p. 827). In short, public speaking can be the way to carry out feelings through words, even conversations with others. It means that humans use words and phrases in the interactive process of constructing the meaning of public speaking.

In addition, public speaking anxiety can be experienced in a particular setting (Bodie, 2010), for example, when giving a presentation in front of an audience. Such public speaking situations can elicit an immediate state of anxiety (state anxiety), which is characterized by nervousness, a rapid heartbeat, and sweaty hands (Westernberg et al., 2009). Repeated negative experiences in one or more of these speech phases can turn situationally bound state anxiety into general public speaking anxiety when fears generalize or individuals describe themselves as always anxious in public speaking situations (Bodie, 2010; Lipton et al., 2020).

Oral Recitation

Oral recitation is a class activity in which students memorize information, recall important things, and improve thinking skills in the form of oral or verbal. It is inevitable for students to feel anxiety, especially when performing oral recitation in class. According to Cutrone (2009), one of the greatest challenges encountered and faced by the students when it comes to language is anxiety.

In a study conducted by Moneva et al. (2020) entitled "ClassSsize and Students' Anxiety in Oral Recitation", it was stated that one of the methods in helping students memorize information and boost their confidence in standing in front of the class is oral recitation. When students start to perform in front of the class, they find themselves the focus of the

attention, as they have to address and connect themselves to their classmates and teacher. In presenting in front of the class, they feel and experience emotions like fear and anxiety that lead to excessive sweating. Students can overcome this anxiety in oral recitation by practicing speaking in small groups or with peers and then moving to larger audience size.

In Jagobia National High School, especially among Junior High School Students, it has been observed during oral recitation that the students cannot fully express their thoughts and ideas in presenting their point of view on a certain topic. Students are most afraid to present their thoughts in class because they are afraid to commit mistakes. Students who do oral recitation have trouble choosing a word to speak. Students have excessive sweating, and their palm is shivering like they are afraid of standing in front of the class. Afterward, they think about what they did, and they keep focusing on it and asking themselves if this is true or just a daydream. Most of the Jagobiao National High School students are most talkative, but when they are asked to recite something or some part of the class discussion, they cannot share it with the class.

Conversational Dialogue

David Angel (2016) defined conversational dialogue as a cooperative, two-way conversation. The goal is for participants to exchange information and build relationships. On the other hand, Brennan (2010) defined conversation as a joint activity in which two or more participants' uses linguistic forms and nonverbal signals to communicate interactively. Dialogues are conversations between two participants (although the terms dialogue and conversation are often used interchangeably). A face-to-face conversation is universal—engaged in by all human cultures and provides an interactive context in which children learn their native languages. The conversation may also be mediated when electronic technology is used for speech or text. This entry takes an interdisciplinary approach to defining conversation and its key characteristics.

According to the International Center for Academics (2020), conversation refers to talk, especially informal ones, to exchange news, thoughts, feelings, and ideas. It is a joint activity between two or more people to communicate interactively. For effective conversation, linguistic forms and nonverbal signs are used. For socialization, the development of conversational skills and etiquette is an important part. When talking with others, it is helpful to know what type of conversation you are in. You can make conversation based on a conversation's direction of communication (like a one-way or two-way street) and its tone/purpose (competitive or cooperative).

Dialogue is also similar to communication. It is also communication between two persons as a book, play, or film feature. In most parts, dialogue includes Questions and answers, requests, and information. Dialogue is a literary technique where writers employ two or more characters to be engaged in conversation with one another. It is also a conversational or written exchange of conversation in a group, spoken, or between two persons directed towards a particular subject (International Center for Academics, 2020).

Furthermore, conversational dialogue refers to a casual conversation between two or more people. This could take place in a circle of friends or companions. The English language usage takes place when someone opts to use it. Anxiety in speaking the English language comes afterward when the speaker cannot fully express his/her self-confidently due to fear of receiving negative feedback from his/her friends and peers. Therefore, the amount of confidence in using the English language to communicate is being affected poorly. This could result in language and speaking anxiety.

Methodology

This study made use of a descriptive-causal comparative research design. It was descriptive because it described the respondents' demographic profile and their level of speaking English anxiety. Moreover, it was causal-comparative because it identifies the cause-effect relationship between a dependent and independent variable.

Participants

This study was conducted at Notre Dame of Midsayap College, Midsayap, Cotabato. Only 60 Second Year College of Education Students who were enrolled under the Bachelor of Secondary Education (BSED) Program in S.Y. 2021-2022, were made as respondents of this study.

Instruments of the Study

The study made use of a researcher-made questionnaire. The questionnaire has two major parts: the first part of the questionnaire contained the

demographic profile of the respondents, specifically the sex. These were answered by having the respondents check the applicable information.

The second part of the instrument is the Speaking English Anxiety Questionnaire, composed of three components: Public Speaking, Oral Recitation, and Conversational Dialogue. Each specific component consists of 10 items of questions which were answered by selecting the rating scale; Resembles me most (5), Resembles me more (4), Resembles me much (3), Resembles me a little (2), and Resembles me not at all (1).

Procedure

The researchers had first prepared a letter addressed to the dean of Notre Dame of Midsayap College – College of Education Department, seeking permission to conduct the study. After the permission was granted, the data was gathered by sending the link of a web-based questionnaire (Google form) to the respondents through the Messenger application. The data were collected within one week, and there was a follow-up reminder and instructions given to the prospective respondents for the study. Data from the web-based questionnaire was downloaded and checked by the researchers before further analyzing the data.

Ethical Considerations

An approval to conduct the study was obtained from the ethical committee of the research unit at College of Education affiliated to the Dean. Voluntary participation was assured. Agreement to complete the questionnaire worked as an informed consent. Subjects were assured about the confidentiality and anonymity of the collected data and that it will be only used by the researchers for the purpose of the current study.

Results

This chapter presents the result of the statistical treatment of the data and its interpretation based on the research pursued. The discussion covers the profile of the respondents in terms of sex, and their level of speaking English anxiety in the field of public speaking, oral recitation, and conversational dialogue.

This part is composed of the different tables for the demographic profile of the respondents and their level of speaking English anxiety in public speaking, oral recitation, and conversational dialogue. It includes four tables, Table 1, Table 2A, Table 2B, Table 2C and Table 3. These were utilized to describe the level of anxiety in speaking English.

Table 1. *Demographic Profile of the Respondents*

Profile of the Respondents		*Frequency*	*Percent*
Sex			
	Male	18	30.0
	Female	42	70.0
	Total	60	100.0

The data revealed that only 18 or 30 percent of the respondents are male, while 42 or 70 percent are female.

Table 2A. *Level of Anxiety of the Respondents in Public Speaking*

Item	*Mean*	*Sd*	*Interpretation*
1. I feel nervous while preparing for giving a speech through English.	3.47	1.17	High
2. I find it hard to concentrate on the next words to say when I make mistakes while giving an English speech.	3.53	1.50	High
3. My thoughts become jumbled when I am giving a speech through English.	3.42	1.05	High
4. I get anxious when I think about a speech being presented through English coming up.	3.57	1.11	High
5. I feel anxious giving a speech in English.	3.35	1.10	Moderate
6. I feel nervous even after delivering my speech.	3.10	1.22	Moderate
7. I feel tense when my teacher appoints me in a public speaking activity/event.	3.88	1.03	High
8. Certain parts of my body feel very tense while giving a speech in English.	3.48	1.07	High
9. I am in constant fear of forgetting what I prepared to say when speaking in English.	3.53	1.11	High
10. I perspire just before starting a speech in English.	3.28	1.01	Moderate
Overall	3.46	1.09	High

Table 2A shows that the overall mean for Public Speaking Anxiety is 3.46, which is described as Resembles me much. It is interpreted as High. Out of the 10 items, item number 7 ranked first, obtaining the highest mean of 3.88 with a standard deviation of 1.03. *I feel tense when my teacher appoints me in a public speaking activity/event*, which is described as Resembles me much. Item number 4, *I get anxious when I think about a speech being presented through English coming up*, ranked as the top 2, it obtained a total mean of 3.57 with the standard deviation of 1.11, described as Resembles me much. Items that occupy the third rank are the items number 2; I *find it hard to concentrate on the next words to say when I make mistakes while giving an English speech*, which obtained a total mean of 3.53, with a standard

deviation of 1.05, and item number 9; *I am in constant fear of forgetting what I prepared to say when speaking in English* which obtained a total mean of 3.53, with a standard deviation of 1.11 which are both described as Resembles me much. Rank 4 is item number 8; *Certain parts of my body feel very tense while giving a speech in English.* It gained a mean of 3.43 and a standard deviation of 1.07, described as Resembles me much. Rank 5 is item number 1; I *feel nervous while preparing for giving a speech through English,* which gained a total mean of 3.47 and a standard deviation of 1.17, described as Resembles me much. Rank 6 is item number 3; My *thoughts become jumbled when I am giving a speech through English,* which gained a total mean of 3.42 and a standard deviation of 1.05, described as Resembles me much. Rank 7 is item number 5; I *feel anxious giving a speech in English,* which gained a mean of 3.35 and a standard deviation of 1.10, described as Resembles me more. The second to the lowest is item number 10; I *perspire just before starting a speech in English,* with a total mean of 3.28 and a standard deviation of 1.010, described as Resembles me more. Meanwhile, the lowest rank is item number 6; I *feel nervous even after delivering my speech,* with a mean of 3.10 with a standard deviation of 1.22. It is described as Resembles me more.

Table 2B. *Level of Anxiety of the Respondents in Oral recitation*

Item	*Mean*	*Sd*	*Interpretation*
1. I have visible signs of nervousness such as sweating palm before an oral recitation in English.	3.54	1.22	High
2. I have trouble in sleeping at night before an oral recitation in English.	3.28	1.29	Moderate
3. I feel nauseous when I am about to have an oral recitation in English.	3.17	1.20	Moderate
4. My heart palpitates when I am called by my teacher to have an oral recitation in English.	3.45	1.16	High
5. I am not comfortable standing in front of the class during an oral recitation in English.	3.35	1.12	Moderate
6. I have trouble in choosing a word to use during an oral recitation in English.	3.50	1.17	High
7. I have difficulty in organizing my thoughts while having an oral recitation in English.	3.40	1.11	High
8. My mind goes blank during oral recitation in English.	3.23	1.27	Moderate
9. I start to panic when having an oral recitation in English.	3.22	1.12	Moderate
10. I have trouble to coordinate my movements while I am having an oral recitation in English.	3.17	1.14	Moderate
Overall	3.33	1.19	Moderate

Table 2B shows that the overall mean for Oral Recitation Anxiety is 3.33, which is described as Resembles me more. It is interpreted as Moderate. Out of the 10 items, item 1 ranked first, obtaining the highest mean of 3.54 with a standard deviation of 1.22. The item saying; *I have visible signs of nervousness such as sweating palm before an oral recitation in English,* is described as Resembles me much. Item number 6, *I have trouble in choosing a word to use during an oral recitation in English,* ranked second, obtaining a mean of 3.50 with the standard deviation of 1.17, described as Resembles me much. Rank 3 is item number 4; *My heart palpitates when I am called by my teacher to have an oral recitation in English,* which obtained a mean of 3.45, with a standard deviation of 1.16, described as Resembles me much. Rank 4 is item number 7; *I have difficulty in organizing my thoughts while having an oral recitation in English.* It gained a mean of 3.40 and a standard deviation of 1.11, described as Resembles me much.

Table 2C. *Level of Anxiety of the Respondents in Conversational Dialogue*

Item	*Mean*	*Sd*	*Interpretation*
1. I feel uncomfortable expressing my feelings through English.	3.17	1.17	Moderate
2. I am afraid that my friends might laugh at me while I am speaking English.	3.48	1.24	High
3. I am not confident in speaking English to others.	3.45	1.21	High
4. I am anxious about making grammatical errors.	3.62	1.11	High
5. I feel uneasy when someone is speaking with me in English.	3.12	1.11	Moderate
6. The more I speak in English, the more confused I get.	2.93	1.27	Moderate
7. I am afraid of negative criticism from others when speaking English language.	3.63	1.28	High
8. I am conscious of my pronunciation in English.	3.63	1.15	High
9. I am afraid to appear as over-confident to others while speaking English language.	3.58	1.17	High
10. I am not certain of my English vocabulary.	3.50	1.16	High
Overall	3.41	1.19	High

Rank 5 is item number 5; I *am not comfortable standing in front of the class during an oral recitation in English,* which gained a total mean of 3.35 and a standard deviation of 1.12, described as Resembles me more. Rank 6 is item number 2; *I have trouble in sleeping at night before an oral recitation in English,* which gained a total mean of 3.283 and a standard deviation of 1.29, described as Resembles me more. Rank 7 is item number 8; My *mind goes blank during oral recitation in English,* which gained a mean of 3.23 and a standard deviation of 1.27, described as Resembles me more. Rank 8 is item number 9; I *start to panic when having an oral recitation in English,* which gained a total mean of 3.22 and a standard deviation of 1.20, described as Resembles me

more. Meanwhile, the items in the lowest rank are items number 3; *I feel nauseous when I am about to have an oral recitation in English*, with a mean of 3.17 and a standard deviation of 1.20; and item number 10; *I have trouble to coordinate my movements while I am having an oral recitation in English*, with a mean of 3.17 and a standard deviation of 1.14. These items are both described as Resembles me more.

Table 2C shows that the overall mean for Conversational Dialogue Anxiety is 3.41, which is described as Resembles me much. It is interpreted as High. Out of the 10 items, two items ranked first. The first item is number 7, obtaining the highest mean of 3.63 with a standard deviation of 1.28. This item is *I am afraid of negative criticism from others when speaking English language*, and it is described as Resembles me much. The other one is item number 8; *I am conscious of my pronunciation in English,* and it obtained a mean of 3.63 with a standard deviation of 1.15, described as Resembles me much. Item number 4; *I am anxious about making grammatical errors; ranked* second, obtaining a mean of 3.62 with a standard deviation of 1.12, and is described as Resembles me much. Rank 3 is item number 9; I *am afraid to appear as over-confident to others while speaking English language*, which obtained a mean of 3.58, with a standard deviation of 1.17, described as Resembles me much. Rank 4 is item number 10, which is *I am not certain of my English vocabulary.* It gained a mean of 3.50 and a standard deviation of 1.16, described as Resembles me much. Rank 5 is item number 2*; I am afraid that my friends might laugh at me while I am speaking English*, which gained a mean of 3.48 and a standard deviation of 1. 24, and is described as Resembles me much. Rank 6 is item number 3; I *am not confident in speaking English to others*, which gained a mean of 3.45 and a standard deviation of 1.21, and is described as Resembles me much. Rank 7 is item 1; *I feel uncomfortable expressing my feelings through English*, which gained a mean of 3.17 and a standard deviation of 1.17, and is described as Resembles me more. Rank 8 is item 5; *I feel uneasy when someone is speaking with me in English*, which gained a mean of 3.12 and a standard deviation of 1.11, and is described as Resembles me more. Meanwhile, the lowest rank is item 6; *The more I speak in English, the more confused I get*, with a total mean of 2. 93 with a standard deviation of 1.27 and is described as Resembles me more.

Table 3. *The Difference of the Level of Anxiety of the Respondents when grouped according to sex*

Sex	*N*	*Mean*	*SD*	*P-value*	*Indication*	*Decision*
Male	18	3.32	1.00	0.65	Not Significant	Accept null hypothesis
Female	42	3.44	0.91			

S = Significant level set at p-value ≤ 0.05

This data show that there is no significant difference in the Speaking English Anxiety when the respondents are grouped according to sex, since the p-value is 0.65, which is greater than the significance level of 0.05. Thus, the null hypothesis is accepted. The t-test was utilized in solving the significance level.

Discussion

The result of this research study shows that the total population of the respondent is composed of 18 males and 42 females who are all from the Second Year College of Education in Notre Dame of Midsayap College.

Based on the result of this research study, the respondents have high anxiety about speaking the English language. Moreover, the respondents have high anxiety in the field of public speaking. It gained an overall mean of 3.46, interpreted as High Anxiety.

Meanwhile, in oral recitation, the result shows that respondents have high anxiety. It got an overall mean of 3.33, interpreted as Moderately Anxious. On the other hand, the respondents have high anxiety in the field of Conversational Dialogue. It received a total mean of 3.41, interpreted as High Anxious. However, the study revealed no significant difference between the speaking English anxieties of the respondents when grouped according to their sex.

Conclusion

The result shows that the respondents are not confident in speaking English. They are reluctant to express their ideas using English because they fear negative criticism. This results in mispronunciation, nervousness, sweating palms, palpitation, and other involuntary body movements. In short, they are hesitant to use the language because they feel they are not competent and fluent. The anxiety effect is evident when they speak the language due to the signs mentioned.

Finally, considering the sex of the respondents, there is no significant difference in their level of speaking English anxiety. This means that males and females experience the same level of anxiety in speaking English.

References

Abdullah Ayash Ezzi, N. (2012). The Impact Of Gender On The Foreign Language Anxiety Of The Yemeni University Students. *International Journal Of Applied Linguistics & English Literature*, *1*(2), 65–75.

Abrar, M., Failasofah, F., Fajaryani, N., & Masbirorotni, M. (2016). Efl Student Teachers' Speaking Anxiety: The Case In One English Teacher Education Program. *Ijee (Indonesian Journal Of English Education)*, *3*(1), 60–75.

Abubakar Muhammad, H. (2018). Teaching And Learning English Language In Nigerian Schools: Importance And Challenges. *Teacher Education And Curriculum Studies*, *3*(1), 10.

Agbalizu, M. (2006). How Does Anxiety Affect Performance In A Foreign Language? *Bitstream*.

Ahmad, M. (2019). Specifying Criteria For The Assessment Of Speaking Skill: A Library Based Review. *International Journal Of Educational Sciences*, *24*(1–3).

Ahmed, N., Pathan, Z. H., & Khan, F. S. (2017). Exploring The Causes Of English Language Speaking Anxiety Among Postgraduate Students Of University Of Balochistan, Pakistan. *International Journal Of English Linguistics*, *7*(2), 99.

Al Hosni, S. (2014). Speaking Difficulties Encountered By Young Efl Learners. *International Journal On Studies In English Language And Literature (Ijsell)*, *2*(6).

Angel, D. (2016). The Four Types Of Conversations: Debate, Dialogue, Discourse, And Diatribe. *Davidwangel.Com*.

Argaman, O., & Abu-Rabia, S. (2002). The Influence Of Language Anxiety On English Reading And Writing Tasks Among Native Hebrew Speakers. *Language, Culture And Curriculum*, *15*(2), 143–160.

Atas, M. (2015). The Reduction Of Speaking Anxiety In Efl Learners Through Drama Techniques. *Procedia - Social And Behavioral Sciences*, *176*, 961–969.

Aydin, S. (2007, November 30). *Eric - Ed512266 - An Investigation On The Language Anxiety And Fear Of Negative Evaluation Among Turkish Efl Learners, Online Submission, 2008*. Eric.

Barrett, N. E., & Liu, G. (2019). Factors That Influence The Development And Performance Of Academic Oral Presentations Using A Blended Learning Environment. *Journal Of Computer Assisted Learning*, *35*(6), 708–720.

Basic, L. (2011b). *Speaking Anxiety: An Obstacle To Second LanguageLearning?* Diva.

Berowa, A. M. (2018). Levels Of Language Anxiety Toward English: A Sample From Davao Del Norte. *The Online Journal Of New Horizons In Education*, *8*(3).

Bodie, G. D. (2010). A Racing Heart, Rattling Knees, And Ruminative Thoughts: Defining, Explaining, And Treating Public Speaking Anxiety. *Communication Education*, *59*(1), 70–105.

Brennan. (2010). *Conversation And Dialogue*. Conversation & Dialogue.

Barnard, D. (2018, April 30). *Brief History Of Public Speaking And Famous Speakers Through The Ages*. Virtualspeech.

Chiu, C. (2010, March 1). *College Students' English-Speaking Anxiety At The Foreign Language Corner*. Journal Of National Formosa University.

Cutrone, P. (2009). Overcoming Japanese Efl Learners' Fear Of Speaking. *University Of Reading Language Studies WorkingPapers*.

Dawood, E., Al Ghadeer, H., Mitsu, R., Almutary, N., Alenezi, B. (2016). Relationship Between Test Anxiety And Academic Achievement Among Undergraduate Nursing Students. *Journal Of Education And Practice*, *7*(2).

Dharmayanti, P. A. P., & Joni, D. A. A. W. (2014). Efektivitas Modified Colaborative Strategic Reading Dalam
Reading Class Activity. *Jurnal Santiaji Pendidikan (Jsp)*, *4*(2), 81–87.

Dixon, Terry. (2011). Understanding Anxiety Problem. Help-For. Pg.15\

Ezzi, N. A. A. (2012b, July 1). *The Impact Of Gender On The Foreign Language Anxiety Of The Yemeni University Students | Abdullah Ayash Ezzi | International Journal Of Applied Linguistics And English Literature*. International Journal Of Applied Linguistics & English Literature.

Fagsao, J., & Mi-Ing, J. G. (2021). Glossophobic Experience Amongst Mpspc Philippines Pre-Service Teachers Through Oral Speech Presentations. *Elsya : Journal Of English Language Studies*, *3*(1), 23–31. Https://Doi.Org/10.31849/Elsya.V3i1.5658

Gerencheal, B. (2016). Gender Differences In Foreign Language Anxiety At An Ethiopian University: Mizan-Tepi University Third Year English Major Students In Focus. *African Journal Of EducationAnd Practice*.

Grieve, R., Woodley, J., Hunt, S. E., & Mckay, A. (2021). Student Fears Of Oral Presentations And Public Speaking In Higher Education: A Qualitative Survey. *Journal Of Further And Higher Education*, *45*(9), 1281–1293.

Gumartifa, A. (2021, March 22). *English Speaking Anxiety In Language Learning Classroom | Gumartifa | English Language In Focus (Elif)* . English Language In Focus. Https://Jurnal.Umj.Ac.Id/Index.Php/Elif/Article/View/7965/5282

Hadi, M. S., & Izzah, L. (2019). Problem Based Learning (Pbl) In Teaching English For Students Of Primary School Teacher EducationDepartment. *English Language In Focus (Elif)*, *1*(1), 45.

Hadi, M. S., Izzah, L., & Masae, M. (2020). Factors Affecting Speaking Anxiety Of Thai Students During Oral Presentation: Faculty Of Education in TSAI. *English Language in Focus (ELIF)*, *3*(1), 79–88.

Mohamad, H., Parcon, M., (2022). Unfolding Stories Of English Teachers With Multiple Ancillary Functions In Maguindanao-1 Division: A Phenomenological Study. *Psychology And Education: A Multidisciplinary Journal, 2*(6), 496-501

Horwitz, A. G., Hill, R. M., & King, C. A. (2010). Specific Coping Behaviors In Relation To Adolescent Depression And Suicidal Ideation. *Journal Of Adolescence*, *34*(5), 1077–1085.

Horwitz, E. K., Horwitz, M. B., & Cope, J. (1986). Foreign Language Classroom Anxiety. *The Modern Language Journal*, *70*(2), 125–132.

Horwitz, E. K. (2010). Foreign And Second Language Anxiety.
Language Teaching, *43*(2), 154–167.

Indrianty, S. (2016, April 30). *Students' Anxiety In Speaking English (A Case Study In One Hotel And
Tourism College In Bandung) | Indrianty | Eltin Journal : Journal Of English Language Teaching In Indonesia*. Eltin Journal.

Kuning, D. S. (2019). Technology In Teaching Speaking Skill. *Journal Of English Education, Literature And Linguistics*, *2*(1), 50–59.

Kurdi, V., & Archambault, I. (2017). Student–Teacher Relationships And Student Anxiety: Moderating Effects Of Sex And Academic Achievement. *Canadian Journal Of School Psychology*, *33*(3), 212–226.

Liu, M., & Huang, W. (2011). An Exploration Of Foreign Language Anxiety And English Learning Motivation. *Education Research International*, *2011*, 1–8.

Moneva, J. C., Acibar, L. B., Acibar, L. B., Monding, N. O., & Acibar, L. B. (2020b). Class Size And Students' Anxiety In Oral Recitation. *Journal Of Social Science Studies*, *7*(2), 15.

Montes, K. (2020, July 21). *The Practice Of English Language Teaching - Jeremy Harmer*. Academia.

Naser Oteir, I., & Nijr Al-Otaibi, A. (2019). Foreign Language Anxiety: A Systematic Review. *Arab World English Journal*, *10*(3), 309–317.

Pacia, A., (2022). Readability Of Selected Literary Texts In English And Level Of Mastery In Comprehension Skills Of Grade 7: Basis For An Enhanced Reading Program. *Psychology And Education: A Multidisciplinary Journal, 2*(6), 502-507

Pörhölä, M., Almonkari, M., & Kunttu, K. (2019). Bullying And Social Anxiety Experiences In University Learning Situations. *Social Psychology Of Education*, *22*(3), 723–742.

Pratama, M. A. (2022). An Analysis Of English Speaking Anxiety Of The 2nd Grade Students Of Islamic Senior High School (Man) Insan Cendekia Oki.

Puspitasari, Y., Rohmah, I., Fitrianingsih, A. Students' Anxiety In Speaking English At Sixth Grade Icp Of Sdi Luqman Al-Hakim Bojonegoro. *Kata Pengantar*.

Sadiq, J. M. (2017). Anxiety In English Language Learning: A Case Study Of English Language Learners In Saudi Arabia. *English Language Teaching*, *10*(7), 1.

Sammephet, B., Wanphet, P. (2013). Pre-Service Teachers' Anxiety And Anxiety Management During The First Encounter With StudentsIn Efl Classroom. *Journal Of Education And Practice*, *4*(2).

Sari, D. (2017). Speaking Anxiety As A Factor In Studying Efl. *English Education Journal),*.

Shingate, R. (2020, September 15). *How To Recognize And Treat Anxiety Symptoms In Men*. The Checkup.

Suciati, S. (2020). Speaking Anxiety In Efl Classroom: Categories And Factors. *Edulingua: Jurnal Linguistiks Terapan Dan Pendidikan Bahasa Inggris*, *7*(1).

Suchartha, R. (2022). Importance Of English Language In Globalization. *Research Journal Of English Language And Literature (Rjelal)*, *10*(1).

Tayer, M.M., Agdana, F.M., (2022). Readiness Of English Teachers In Modular Instructional Delivery. *Psychology And Education: A Multidisciplinary Journal, 3*(1), 52-57

To, J., Reyes, H., (2022). Uncertainty, And Fear And Anxiety Among Covid-19 Vaccinated Filipinos In Rizal Province: Basis For Program. *Psychology And Education: A Multidisciplinary Journal, 3*(2), 138-147

Wahyuni, S., Qamariah, H., Gani, S. A., Yusuf, Y. Q., & Syahputra, M. (2019). Critical Thinking Skills: British Parliamentary Debate System To Improve English As Foreign Language (Efl) Students' Critical Speaking. *Budapest International Research And Critics Institute (Birci-Journal) : Humanities And Social Sciences*, *2*(3), 429–433.

Wahyuningsih, S., & Afandi, M. (2020). Investigating English Speaking Problems: Implications For Speaking Curriculum Development In Indonesia. *European Journal of Educational Research*, *9*(3), 967–977.

Westenberg, P. M., Bokhorst, C. L., Miers, A. C., Sumter, S. R., Kallen, V. L., van Pelt, J., & Blöte, A. W. (2009). A prepared speech in front of a pre-recorded audience: Subjective, physiological, and neuroendocrine responses to the Leiden Public Speaking Task☆. *Biological Psychology*, *82*(2), 116–124.

Why is English Important for Students. (n.d.). Spears Language Lab.

Affiliations and Corresponding Information

Romeo Bordios Jr.
Notre Dame of Midsayap College
Midsayap, North Cotabato – Philippines

Ariel Miranda
Notre Dame of Midsayap College
Midsayap, North Cotabato – Philippines

Amelia Abdul
Notre Dame of Midsayap College
Midsayap, North Cotabato – Philippines

Jecyl Bless Almirol
Notre Dame of Midsayap College
Midsayap, North Cotabato – Philippines

Jesriel Mascud
Notre Dame of Midsayap College
Midsayap, North Cotabato – Philippines