

SPEAKING ANXIETY: EXPERIENCES OF PRE-SERVICE TEACHERS' IN EFL CONTEXT LEARNING AT THE SECOND, FOURTH AND SIXTH SEMESTER WITHIN GENDER BASED IN ENGLISH DEPARTMENT OF MULAWARMAN UNIVERSITY

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ABSTRACT

Anxiety in speaking particularly in a foreign language context is considered as an issue that requires more investigation since it is one feature that hinders students' performance and achievement. This study aims to examine the level of pre-service English teachers' speaking anxiety at the second, fourth and sixth semesters. Using a survey study, the respondents were 274 of pre-service English teachers, 190 females and 84 males. The questionnaire was employed to gather the data. The finding of this study revealed that pre-service English at all semesters had moderate level of speaking anxiety. Moreover, within gender-based context, male students tended to have lower language anxiety than the female students.

Keywords: English as a foreign language, pre-service teachers, speaking anxiety, tertiary education

ABSTRAK

Kecemasan dalam berbicara terutama dalam konteks bahasa asing dianggap sebagai masalah yang memerlukan penyelidikan lebih lanjut karena merupakan salah satu hal yang menghambat kinerja dan prestasi siswa. Penelitian ini bertujuan untuk menguji tingkat kecemasan berbicara calon guru bahasa Inggris pada semester kedua, keempat dan keenam. Menggunakan studi survei, respondennya adalah 274 calon guru bahasa Inggris, 190 perempuan dan 84 laki-laki. Kuesioner digunakan untuk mengumpulkan data. Temuan penelitian ini mengungkapkan bahwa para calon bahasa Inggris di semua semester memiliki tingkat kecemasan berbicara yang sedang. Selain itu, dalam konteks berbasis gender, para calon guru laki-laki cenderung memiliki kecemasan bahasa yang lebih rendah daripada calon guru perempuan.

Kata kunci: Bahasa Inggris sebagai bahasa asing, calon guru bahasa Inggris, kecemasan berbicara, pendidikan tinggi

A. INTRODUCTION

The feeling of nervousness, fear or worry when language learners speak in the target language is commonly called speaking or language anxiety (Scovel, 1978). Anxiety about speaking is incredibly common. It is a basic human emotion that has developed mentally predictable onsets, occurrences and trajectories (Huberty, 2012). Normally, anxiety is often defined as a feeling of being threatened, scared, tense or worried. For English Education Department learners, usually called Pre-Service English Teachers at Mulawarman University, speaking is a skill that they have to master to become professional teaching candidates. In addition, as the pre-service teachers are supposed to be perfect foreign language speakers. However, although the students of the English education department study English continuously, they still encounter some challenges with learning English, whether in receptive or productive skill, and more particularly in speaking. Therefore, it is very crucial for English department students to be proficient in English so that they can use English efficiently for academic purposes and later in their professional circumstances.

When students are anxious about a foreign language, it can be identified that when they speak in the target language as the most frightening language skill. It is often reported that they feel stressed and even start to “freeze” when they have to act out a role-play or deliver a speech. Indications of anxiety in speaking can be from a slight feeling of ‘nerves’ to a nearly incapacitating fear or phobia with the most common symptoms of speech anxiety such as shaking, sweating, butterflies in the stomach, dry mouth, rapid heartbeat and squeaky voice. When students are anxious while speaking, they have a tendency to cause significant negative self-talk and have an increasing idea of their peers’ negative reactions. The consequences of this will hinder students’ performance and achievement in foreign language acquisition (Gerencheal, 2016; Na, 2007). Therefore, speaking anxiety has been considered to be an important affective variable in the English foreign language learning process as it is believed that this will decrease their willingness to participate in teaching and learning activities in the classroom (Öztürk & Gürbüz, 2013).

The aims of this study are based on Young’s study (1991) which found that speaking in front of others is a real anxiety-evoking situation. Moreover, this study also seeks to investigate the level of speaking anxiety through gender. It was because a survey of previous studies showed that gender influences the level of foreign language anxiety among learners. Naghadeh et al. (2014) and Park and French (2013) revealed that females are more anxious than males. However, the study by Budin (2014) showed that male language learners have more anxiety than female language learners. Then, a few studies indicated that there are no differences in language anxiety between genders (Alsowat, 2016; Bell & McCallum, 2012). Because of that, the researcher wants to find out whether the level of pre-service English teachers’ speaking anxiety among females is higher than males or otherwise.

B. LITERATURE REVIEW

1. Anxiety in a Foreign Language Context

Horwitz et al. (1986, p. 128) have defined foreign language learning anxiety as “a distinctive complex of self-perceptions, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of the language learning process”. In the meantime, Sanders and Wills (2003) underline that anxiety is the experience of fear which has overtaken the sense of ‘objective’ danger. Anxiety is a normal, emotional, reasonable and expected response to real or potential danger. General anxiety is excessive and exaggerated worry about everyday things. It is an unrealistic, or out of proportion, constant worry that dominates and interferes with daily functions like work, school, relationships, and social activities.

According to Cubukcu (2007) anxiety in classroom context effected language learning. Many foreign language students felt anxious in learning to speak in foreign language in a particular setting and it becomes a major challenge in language learning as emphasized by Douglas and Frazier (2001) that foreign language anxiety is a feeling of intimidation and inadequacy over the prospect of learning a foreign language. Likewise, Oxford (1999) highlights that it is a concern and fear that occurs when a student is expected to be able to perform in the target language but actually they do not master it. Thus, students tend to avoid difficult message in target language and avoid speaking by using foreign language.

Anxiety and fear sound comparable however both are really diverse. Halgin & Whitbourne (2003) depict the distinction between anxiety and fear; that fear may be a characteristic caution reaction to a unsafe circumstance whereas anxiety is more future-oriented, a feeling of trepidation and uneasiness about the plausibility of something appalling could be happen. Anxiety has two types; state anxiety and trait anxiety. State tension is feeling of apprehension and anxiety as response to precise situation. While, trait tension is like extra severe tension that relies upon on one’s man or woman no matter the situation.

In real life, most of pre-service English teachers faced difficulties when learning target language in the classroom, one of the famous is speaking anxiety. Basic (2011) deciphers that speaking anxiety could be a fear to express oneself verbally that can be characterized by physiological signs, such as tension, sweating and irregular pulse that give signs block to speak. Students with anxiety will not be able to focus on their speech and the process of speaking and their speaking inability would result a failure experience. If they fail in speaking, they tend not to take the risk to fail again so they choose to keep silent and unwilling to communicate even they have thought to express themselves. Likewise, Horwitz and Young (1991) claims that anxiety is one of the main inhibiting factors for effective language learning, or the other words, its affect students' performance. This can influence the quality of oral language production and make students appear less fluent in speaking than they really are.

Despite the fact that speaking causes the immediate anxiety among foreign language learners, it does not lead to the conclusion that it should be avoided. On the contrary, not only researchers but also students agree on the importance of spontaneous speech. This was also mentioned in Liu and Littlewood’s study (1997, p. 377) “when university teachers and students are asked to choose two features (out

of ten) which they consider most important for successful spoken academic communication, they agree that unplanned, spontaneous speech is the most important.” Bearing in mind, the important factors, affecting speaking anxiety, mentioned in the literature review the following study will discuss the students’ speaking anxiety.

2. The Sources of Speaking Anxiety in Classroom Context

Speaking a foreign language is a source of anxiety for most learners or pre-service English teachers. Many studies have indicated that several sources of speaking anxiety in the foreign language class; some are related with the learners’ personality, the specific context where foreign language is learned, the lecturer, or the instructional practice. Anxiety could also from certain speaking activities experienced by the learners. The study of Liu (2006) examined the causes of anxiety among 98 EFL learners during their English language classes. The author found that causes of speaking anxiety of students were lack of practice, limited vocabulary knowledge, low level of proficiency, personality, lack of preparation, defective language structure, lack of self-confidence, fear of being ridiculed, poor pronunciation, fear of negative assessment, fear of being focus of attention, desire to speak fluently, wear memory, lack of familiarity with the type of activity, lack of familiarity with the environment, and the fact that English was not their mother tongue.

The fear that arises if students make mistakes in speaking the target language has become a common problem, especially in the context of foreign language classroom. Most of students are panic when they have to speak without preparation and also afraid if they make mistakes, so that they were unwilling to participate in learning activities.

Many of literatures revealed several ways to cope the problem about anxiety in learning a foreign language. Aydin and Zengin (2008) identified that there are two main to reduce students’ anxiety in speaking English such as establishing familiarity with other students and provide a comfortable classroom atmosphere for students in order to reduce their anxious or stressful. Then, Douglas and Frazier (2001) points out that teachers could motivate their students as a powerful reward as highly motivated students tend to have the greater willingness to get involved in a speaking activity because the factors that impede speaking practice often come from the students themselves as they feel shy, anxious, afraid, and unconfident to speak in the target language. Furthermore, Zhiping and Paramasivam (2013) revealed strategies to overcome students’ speaking anxiety consist of avoiding eye contact, peer seeking, preparation, relaxation, and positive thinking. Therefore, the teachers’ role in language classroom activities is important to make students feel comfortable in speaking in the target language. In addition, students should be relaxed, have positive thinking, and make a good preparation if they are asked by the teacher to come forward in the class.

There have been numerous studies investigating students’ speaking anxiety. In Öztürk & Gürbüz (2013) conducted the research of the impact of gender on foreign language speaking anxiety and motivation to find out whether gender is an influential

factor on the degree of these affective variables experienced by the students. The applied a quantitative approach which used FLCAS questionnaire as main data and a qualitative one using interviews as the supporting data. The participants were 383 students, 255 female and 158 male of English Department students in Turkish. The results revealed that the female students are more anxious than the male ones when speaking English in the classroom context while the female students are more motivated for learning English than male ones.

Furthermore, Alsowat (2016) investigated the research entitled “foreign language anxiety in higher education” at Saudi Arabia university. The aim of the study was to find out foreign language anxiety level and the factors affecting the anxiety among English students. A mixed-methods approach was used in the study, then, the questionnaires, records and interviews were involved as the instruments to gather data. For the FLCAS questionnaire, the researcher adopted from Horwitz et al. (1986) to find out the level of participants’ anxiety and factors affecting the anxiety. Then, 373 students consisted of 205 male and 168 female were involved as the participants of the study. The result showed that Saudia English-majoring students had moderate level of anxiety. In addition, it was found that the highest causes of students’ anxiety were worrying about consequences of failing, forgetting things they know and feeling uneasiness during language tests. The participants also were worried about their pronunciation, grammatical mistakes and lack of vocabularies .

In recent investigation, the study by Bashori et al. (2020) with to 573 high school students in Indonesian context show that on average, they seem to be anxious learners. They become anxious when the learning process focuses more on speaking skills or speaking performance. Applying the Foreign Language Speaking Anxiety (FLSA) with technologies using CALL equipped with Automatic Speech Recognition (ASR) is believed to increase learners' speaking skills. Using mixed method, the study provides valuable information on learners' FLSA in Indonesia. On average, learners indicated a moderate-to-serious level of FLSA. Both anxious and non-anxious learners evaluated the learning websites positively and seemed to embrace web-based language learning for their speaking practice.

C. RESEACH METHOD

1. Research Design

This study was a descriptive with a cross-sectional type survey quantitative method aimed to find out the level of pre-service English teachers’ speaking anxiety in the second, fourth and sixth semesters and also to find out the level of pre-service English teachers’ speaking anxiety between males and females in the Department of English Education. After that, the data will be collected and analyzed, then presented numerically.

2. Population

As mentioned before, the population of the second, fourth and sixth semesters were 274 of pre-service English teachers with 190 female students and 84 male ones.

3. Research Instruments

In the current study, the researchers used the Foreign Language Classroom Anxiety Scale (FLCAS) questionnaire which was developed by Horwitz et al. (1986) as the main data to collect data. Further, the questionnaire consists of 30 items (10 positive statements and 20 negative statements) divided into 4 categories. They were communication anxiety, test anxiety, negative evaluation, and attitudes toward English learning in class. The 30 items in the FLCAS questionnaire employed five likert-scale range from “strongly agree, agree, not sure, disagree, strongly disagree”. Then, for each item, a score is given ranging from 5 for strongly agree to 1 for strongly disagree.

4. Data Analysis Technique

The researchers used descriptive statistics to analyze the data of the questionnaire. In the questionnaire analyzing process, the researcher used Microsoft Excel 2007 software for calculating the frequency, percentage and mean of the data. The frequency was calculated to see how many students answered for each item on the questionnaire. Then, the percentage was calculated to describe the extent of response to participants' disagreements and disagreement about their speaking anxiety. The mean score for each semester was calculated to measure the level of their speaking anxiety in the class. Besides that, frequencies, percentages and mean score were used to identify the first research question related to “What is the level of Pre-Service English teachers' speaking anxiety in the second, fourth and sixth semesters” by using a table and pie chart for presenting the data. Meanwhile, mean scores of genders (males and females) were calculated to find out the second research question related to “What is the level of pre-service English teachers' speaking anxiety through gender in the Department of English Education”. The data was presented using a pie chart and was also interpreted by description. For the criteria of mean score itself, the researcher was adopted from Akkakoson (2016).

D. FINDING AND DISCUSSION

1. Result

The researchers elaborated the findings obtained by using the FLCAS questionnaire survey which was proposed by Horwitz et al. (1986). The questionnaire was given to the 274 pre-service English teachers at the English Department. After the data from the questionnaire was collected, the semester's data were analyzed in a quantitative manner. Then, the results of the questionnaire from each semester were presented in a table that aimed to make explanations simpler and easier to understand by the readers.

a. The Result of Pre-Service English Teachers' Speaking Anxiety in EFL Learning from the Second, Fourth and Sixth Semesters

The study was conducted at three levels of the English Department at Mulawarman University. The questionnaires were distributed to the second semester (N=87), fourth semester (N=105) and sixth semester (N=82). As mentioned before, the questionnaire consisted of 30 statements which were divided into four indicators.

Table 1. First Indicator Related Communication Anxiety of Pre-Service English Teachers in the Second, Fourth and Sixth Semesters.

No	Statements	2nd Semester (N=87)			4th Semester (N=105)			6th Semester (N=82)		
		Agree (F/P)	NS (F/P)	Disagree (F/P)	Agree (F/P)	NS (F/P)	Disagree (F/P)	Agree (F/P)	NS (F/P)	Disagree (F/P)
1	I never feel quite sure of myself when I am speaking English.	59 (68%)	13 (15%)	15 (17%)	54 (51%)	22 (21%)	29 (28%)	23 (28%)	10 (12%)	49 (60%)
4	It scares me when I don't understand what the teacher is saying in English.	51 (58%)	9 (10%)	27 (32%)	54 (51%)	10 (10%)	41 (39%)	38 (46%)	13 (16%)	31 (38%)
7	I start to be panic when I have to speak English without preparation in class	72 (82%)	5 (6%)	10 (12%)	81 (77%)	5 (5%)	19 (18%)	59 (72%)	2 (2%)	21 (26%)
10	In presentation class, I can get so nervous and it makes me forget about things that I know	57 (65%)	7 (8%)	23 (27%)	68 (65%)	4 (4%)	33 (31%)	51 (62%)	10 (12%)	21 (26%)
18	I can feel my heart beats fast when I am going to be called on my English class	60 (69%)	8 (9%)	19 (22%)	81 (77%)	3 (3%)	21 (20%)	46 (56%)	7 (9%)	29 (35%)
22	I feel very self-conscious about speaking English in front of other students	60 (69%)	14 (16%)	13 (15%)	72 (69%)	13 (12%)	20 (19%)	42 (51%)	15 (18%)	25 (30%)
24	I get nervous and confused when I am speaking English in the class	52 (59%)	12 (14%)	23 (27%)	67 (64%)	12 (11%)	26 (25%)	43 (52%)	9 (11%)	30 (37%)
26	I get nervous when I don't understand every words the English teacher says	60 (69%)	9 (10%)	18 (21%)	59 (56%)	15 (14%)	31 (30%)	43 (52%)	14 (17%)	25 (30%)
27	I feel overwhelmed by the number of rules you have to learn to speak English	38 (44%)	15 (17%)	34 (39%)	40 (38%)	25 (24%)	40 (38%)	41 (50%)	14 (17%)	27 (33%)
30	I get nervous when the English teacher ask question which I have not prepared in advance.	64 (72%)	11 (13%)	13 (15%)	70 (67%)	12 (11%)	23 (22%)	58 (71%)	7 (9%)	17 (21%)

As was shown in Table 1, the result of the first indicator on item 1 revealed that most of the second and fourth semesters revealed that they never feel quite sure of themselves when they use English. However, different results were found in the sixth semester students, who disagreed with the statement. As the result of item 4, it was found that more than half of pre-service English teachers in second and fourth semesters admitted that they are scared when they do not understand what their lecturer is saying in English. While a few in the sixth semester agree with that item. Next is the result of item 7. It was found that from those results, it could be said that most pre-service English teachers from different semesters confessed that they start to panic when they have to speak English without preparation in front of class. In reference to item 10, from those results, it implies that most pre-service English teachers at three levels agree with that statement.

Next, the result of item 7, it was found that from those results, it could be said that mostly of pre-service English teachers from different semesters level confessed

that they start to panic when they have to speak English without preparation in front of class. In reference to the item 10, from those results, it implied that most of pre-service English teachers in three levels agree with that statement. For the item 18, most of pre-service English teachers from each semester expressed their agreement to the item and all the feel self-conscious when they using English in front of their friends as it was shown in the item 22.

Next, most of the pre-service English teachers acknowledged they feel nervous and confused when they speaking English in the class. They confessed that they get nervous when they don't understand every words the English teachers says, they feel overwhelmed by the number of rules to learn English and they feel nervous when the English teacher asks question which they have not prepared in advance.

Table 2. Second Indicator Related Test Anxiety of Pre-Service English Teachers in the Second, Fourth and Sixth Semesters.

No	Statements	2nd Semester (N=87)			4th Semester (N=105)			6th Semester (N=82)		
		Agree (F/P)	NS (F/P)	Disagree (F/P)	Agree (F/P)	NS (F/P)	Disagree (F/P)	Agree (F/P)	NS (F/P)	Disagree (F/P)
8	I worry about consequences of failing my English in class	72 (83%)	7 (8%)	8 (9%)	86 (82%)	3 (3%)	16 (15%)	53 (65%)	5 (6%)	24 (29%)
14	Even if I am well prepared for speaking English in front of class, I still feel nervous about it	49 (56%)	8 (9%)	30 (34%)	70 (67%)	2 (2%)	33 (31%)	44 (54%)	8 (10%)	29 (35%)
15	I often feel like not going to my class	20 (23%)	10 (11%)	57 (66%)	33 (31%)	6 (6%)	66 (63%)	26 (32%)	8 (10%)	48 (59%)
19	The more I study for an English test, the more confused I get	30 (34%)	6 (7%)	51 (59%)	34 (32%)	8 (8%)	63 (60%)	31 (38%)	11 (13%)	40 (49%)
23	English class moves so quickly I worry about getting left behind	49 (56%)	9 (10%)	29 (33%)	59 (56%)	12 (11%)	34 (32%)	46 (56%)	10 (12%)	26 (32%)

Based on Table 2, the results could be said that majority of pre-service English teachers from different semesters level were worry about their consequences of failing their English in class and they worry about English classes which getting left behind. Meanwhile, they disagreed that feel like not going to my class and moves so quickly I worry about getting left behind.

Table 3. Third Indicator Related Negative Evaluation of Pre-Service English Teachers in the Second, Fourth and Sixth Semesters.

No	Statements	2nd Semester (N=87)			4th Semester (N=105)			6th Semester (N=82)		
		Agree (F/P)	NS (F/P)	Disagree (F/P)	Agree (F/P)	NS (F/P)	Disagree (F/P)	Agree (F/P)	NS (F/P)	Disagree (F/P)
3	I am shaking when I know that I am going to be called in front of class	63 (72%)	3 (3%)	21 (25%)	71 (68%)	8 (8%)	26 (25%)	56 (68%)	3 (4%)	23 (28%)
11	I prefer to be allowed to volunteer an answer instead	53 (60%)	17 (20%)	17 (20%)	67 (64%)	9 (9%)	29 (28%)	52 (63%)	6 (7%)	24 (29%)

No	Statements	2nd Semester (N=87)			4th Semester (N=105)			6th Semester (N=82)		
		Agree (F/P)	NS (F/P)	Disagree (F/P)	Agree (F/P)	NS (F/P)	Disagree (F/P)	Agree (F/P)	NS (F/P)	Disagree (F/P)
	of being called on to give an answer in front of class									
13	I feel confused when I don't understand what the teacher is correcting	52 (60%)	18 (21%)	17 (19%)	65 (62%)	12 (11%)	28 (27%)	49 (60%)	4 (5%)	29 (35%)
21	I always feel that the other students speak English better than I do	72 (83%)	4 (5%)	11 (12%)	82 (78%)	6 (6%)	17 (16%)	50 (61%)	7 (9%)	25 (30%)
28	I am afraid that the other students will laugh at me while I am speaking English	52 (59%)	6 (7%)	29 (34%)	63 (60%)	10 (10%)	32 (30%)	47 (57%)	9 (11%)	26 (32%)

Table 3 shows that most of pre-service English teachers from three levels expressed their agreement to the item. They prefer to volunteer an answer rather than of being called on to give an answer in front of class. They feel confused when they don't understand what the teacher is correcting and feel the other students speak English better than they do. In addition, they are afraid to other students that probably would be laughed at them while they are speaking English.

Table 4. Fourth Indicator Related Attitudes of Pre-Service English Teachers in Learning English in the Second, Fourth and Sixth Semesters.

No	Statements	2nd Semester (N=87)			4th Semester (N=105)			6th Semester (N=82)		
		Agree (F/P)	NS (F/P)	Disagree (F/P)	Agree (F/P)	NS (F/P)	Disagree (F/P)	Agree (F/P)	NS (F/P)	Disagree (F/P)
2	I don't worry about making mistakes in English class.	25 (29%)	9 (10%)	53 (61%)	50 (48%)	14 (12%)	41 (40%)	46 (56%)	8 (10%)	28 (34%)
5	It would not bother me at all to learn more English.	73 (84%)	2 (2%)	12 (14%)	88 (84%)	5 (5%)	12 (11%)	69 (84%)	6 (7%)	7 (9%)
6	I feel comfortable during English tests in class.	44 (51%)	10 (11%)	33 (38%)	56 (53%)	22 (21%)	27 (26%)	52 (63%)	10 (12%)	20 (24%)
9	I want to learn to speak English very well.	74 (85%)	0 (0%)	13 (15%)	90 (86%)	9 (9%)	6 (6%)	72 (88%)	4 (5%)	6 (7%)
12	I would not be nervous speaking English with Native speakers.	19 (22%)	12 (14%)	56 (64%)	26 (25%)	9 (9%)	70 (67%)	27 (33%)	5 (6%)	50 (61%)
16	I feel confident when I am speaking English in the class.	24 (28%)	5 (6%)	58 (67%)	30 (28%)	2 (2%)	73 (70%)	29 (36%)	7 (9%)	46 (56%)
17	I am happy if my English teacher is ready to correct every mistakes I make.	24 (28%)	12 (14%)	47 (54%)	39 (37%)	20 (19%)	46 (44%)	49 (60%)	99 (1%)	24 (29%)
20	I don't feel pressure to prepare very well for English classes.	58 (67%)	7 (8%)	22 (25%)	66 (63%)	7 (7%)	32 (30%)	60 (73%)	8 (10%)	14 (17%)
25	When I am on my way to English class, I feel very sure and relaxed.	62 (71%)	12 (14%)	13 (15%)	80 (76%)	15 (14%)	10 (10%)	62 (76%)	9 (11%)	11 (13%)
29	I feel comfortable around the native speakers of English.	23 (27%)	3 (3%)	61 (70%)	27 (26%)	17 (16%)	61 (58%)	25 (30%)	3 (4%)	54 (66%)

Table 4 reveals that that pre-service English teachers from the fourth and sixth semesters never worry for making mistakes in English classes. The majority of pre-service English teachers from each semester want to learn more about English and they feel comfortable during English tests in class. It means they just nervous or anxious when they have to using English in front of the class. Further, they still want to learn to speak English very well but they have indicated that they would be nervous when speaking English with native speakers.

Further, most of the pre-service English teachers from different semesters level stated disagree to the statement that they were not confident when they using English in the class. Moreover, the pre-service English teachers from the second and fourth semesters were uncomfortable if their teacher was ready to correct every mistakes they made. The majority of pre-service English teachers from different semesters level admitted that prepare very well for English classes do not make them feel pressure. They still had positive attitude toward English class before the lesson started and they feel uncomfortable around the native speakers that caused probably by lack of vocabulary, lack of comprehension concerning English or even nervous for speaking English.

Mean score of pre-service English teachers at different semesters level were presented in pie, Figure 1.

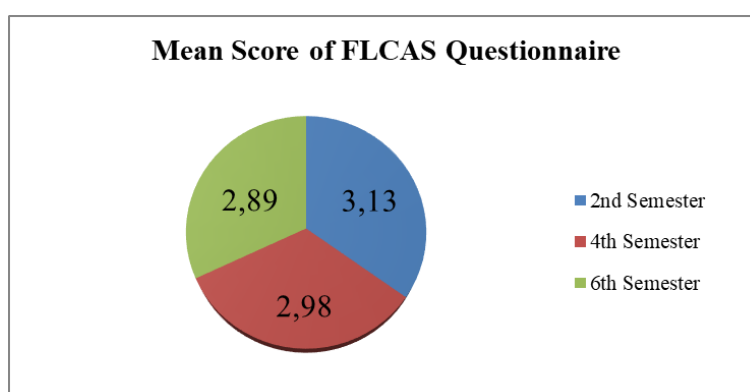


Figure 1. Mean Score of FLCAS Questionnaire Based on Pre-Service English Teachers From Second, Fourth And Sixth Semesters.

As presented in Figure 1, it can be seen that the mean score on the FLCAS questionnaire results in the second semester were 3,13. Then, in fourth semester, they were 2,98, while in sixth semester they were 2,89. From these findings, it could be concluded that pre-service English teachers from the second, fourth and sixth semesters had moderate anxiety levels when speaking English in the classroom. Those findings were supported by the high response of participants in the questionnaire that most of them experienced anxious, nervous, worry, panic, shaking and even afraid of being laughed at when they were using target language in the class.

b. The Result of Speaking Anxiety Level in EFL Learning on Pre-Service English Teachers' Genders

The second research question in this study was dealing with pre-service English teachers' genders (male and female) on language anxiety. In this discussion, the data of each gender based on the second, fourth and sixth semesters were analyzed by employing mean scores. Then, the results would be elaborated to know the language anxiety level of genders from each semester. After the data was analyzed and elaborated, the researcher then combined all of the female participants' data from the second, fourth and sixth semesters as well as all of the male participants' data from those semesters.

(1) The Result of Speaking Anxiety Level Based on Female and Male Students at the Second Semester

The mean score of language anxiety level in EFL learning toward females and males in the second semester is presented as Figure 2.

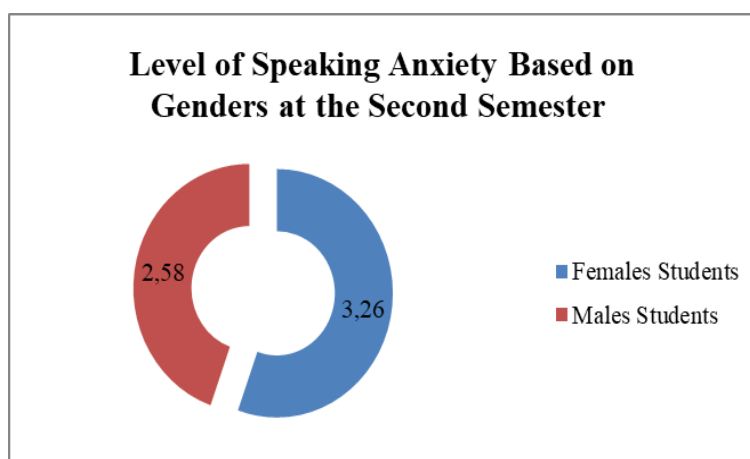


Figure 2. Mean Score of Females and Males Related English Speaking Anxiety at the Second Semester.

As the result showed in Figure 2, it could be said that the female students from second semester of English Department have moderate language anxiety level than the male students.

(2) The Result of Speaking Anxiety Level Based on Female and Male Students at Fourth Semester

The mean score of language anxiety level in EFL learning based on gender in the fourth semester is presented as Figure 3.

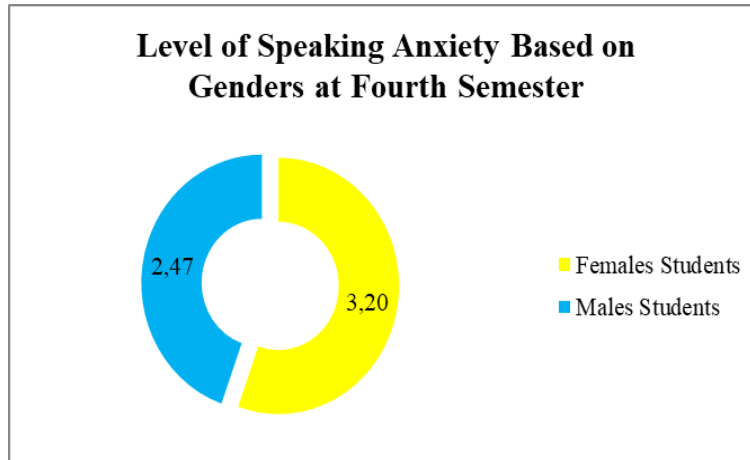


Figure 3. Mean Score of Females and Males Related English Speaking Anxiety in the Fourth Semester.

The finding presented in Figure 3 have demonstrated that the male students at the fourth semester tend to have lower speaking English anxiety than the female students.

(3) The Result of Speaking Anxiety Level Based on Female and Male Students at Sixth Semester

The mean score of language anxiety level in EFL learning based on females and males at sixth semester is presented as Figure 4.

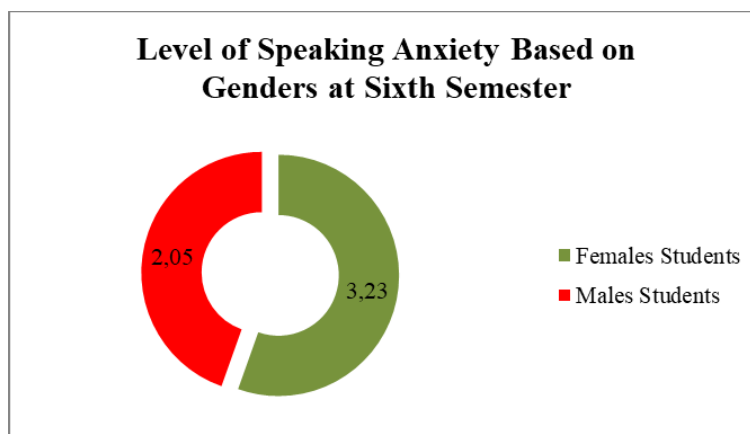


Figure 4. Mean Score of the Female and Male students related to English Speaking Anxiety in the Sixth Semester.

Based on the finding presented in Figure 4, it shows that the male students in the sixth semester tend to have lower speaking English anxiety than the female students.

(4) The Result of Speaking Anxiety Level Based on the Gender at the Department of English Education Context

The mean score of English speaking anxiety based on gender is shown as Figure 5.

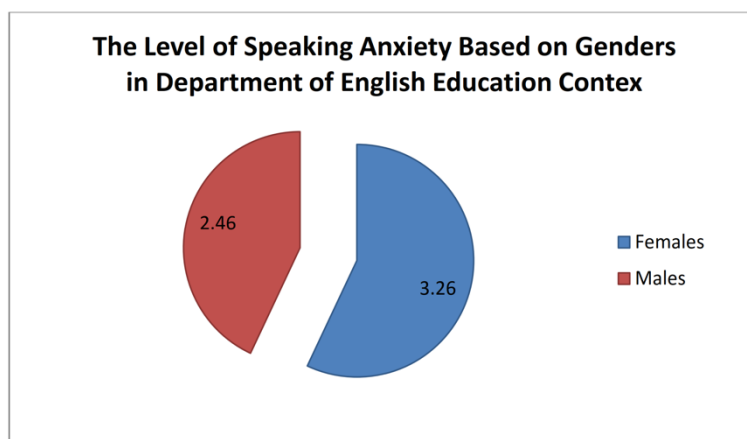


Figure 5. Mean Score of Language Anxiety Based on Female and Males in Department of English Education.

As presented in Figure 5, the female students have moderate levels of English speaking anxiety, while the male students have low English speaking anxiety.

Based on the discussion above, the findings revealed that pre-service English teachers in the second, fourth and sixth semesters in the English Department of Mulawarman university experienced a moderate level of speaking anxiety. However, within a gender-based context, the male students tend to have lower language anxiety than the female students. This is caused by certain factors: anxiety when they have to speak English without preparation, nervousness when the English teacher asks questions spontaneously, afraid that the other students will laugh at them while speaking English, worries about consequences of failing and lack of self-confidence such as feeling that the other students speak English better than themselves.

E. CONCLUSION

Based on the mean score result of the FLCAS questionnaire of pre-service English teachers in second, fourth and sixth semesters, they were 3.13, 2.98 and 2.89 respectively. It could be concluded that pre-service English teachers in second, fourth and sixth semesters in the English Education Department of Mulawarman University had a moderate level of speaking anxiety. The findings also revealed the causes of speaking anxiety in pre-service English teachers in the class, among others, were panicking when they must speak English without preparation, worries about

consequences of failing and lack of self-confidence, such as feeling that other students speak English better than themselves.

Anxiety level of pre-service English teachers in speaking English based on the gender (male and female) showed that the mean score of female students in second, fourth and sixth semesters were 3,26 which experienced a moderate level of speaking anxiety. Whereas the mean scores of language anxiety level for male students in the second, fourth and sixth semesters were 2,46 which signified a low speaking anxiety level. This means that male students of the English Department tend to have lower language anxiety levels than the female students.

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