

Learners' anxiety & self-efficacy in practicing speaking outside the classroom

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Abstract

Self-efficacy and anxiety were two psychological aspects that were influential in improving the students' speaking skills. This study aimed to investigate the correlation between learners' anxiety and their self-efficacy when they are forced to practice speaking outside the classroom. It involved 30 members of the speaking community, which was offered by the campus to improve students' English capability outside the classrooms. They were given two questionnaires confirming their self-efficacy and their anxiety. Average students were classified into low categories of their self-efficacy and anxiety. This investigation showed that there was no correlation between these two variables. Thus, students' speaking anxiety had not proven to be correlated with students' self-efficacy when they tried to speak English outside the classrooms. A deeper study is needed to accomplish this study in the form of investigating narratively how students' cope their anxiety and raise their self-efficacy.

Keywords: Speaking anxiety, Self-efficacy, Speaking skill

Abstrak

Efikasi diri dan kecemasan merupakan dua aspek psikologis yang berpengaruh dalam meningkatkan keterampilan berbicara siswa. Penelitian ini bertujuan untuk menyelidiki korelasi antara kecemasan siswa dan efikasi diri mereka ketika mereka dipaksa untuk berlatih berbicara di luar kelas. Penelitian ini melibatkan 30 anggota komunitas berbicara, yang ditawarkan oleh kampus untuk meningkatkan kemampuan bahasa Inggris siswa di luar kelas. Mereka diberikan dua kuesioner yang mengonfirmasi efikasi diri dan kecemasan mereka. Siswa rata-rata diklasifikasikan ke dalam kategori efikasi diri dan kecemasan yang rendah. Penelitian ini menunjukkan tidak ada korelasi antara kedua variabel ini. Dengan demikian, kecemasan berbicara siswa tidak terbukti berkorelasi dengan efikasi diri siswa ketika mereka mencoba berbicara bahasa Inggris di luar kelas. Penelitian yang lebih mendalam diperlukan untuk menyelesaikan penelitian ini dalam bentuk penyelidikan secara naratif bagaimana siswa mengatasi kecemasan mereka dan meningkatkan efikasi diri mereka.

Kata kunci: Kecemasan berbicara, Efikasi diri, Keterampilan berbicara

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1. Introduction

Since Indonesia is one of the countries where English is a second language, it is a topic taught in schools and universities. Many students are required to speak English fluently in order to succeed in school and at the university. Speech acquisition is regarded to be the key to achieving success in language learning (Dionar & Adnan, 2018). Some students may develop their own speaking environment, such as a club or group, with English as the primary topic, in order to acquire speech. Since it was



determined that every element or feature that influences and supports personal growth is necessary to produce the ideal personality so that it is essential for students to make their own English environment to rich the perfect personality.

In reaching perfect personality by creating good environment, some students make their own club. An English club is a group of individuals who frequently gather and engage in activities related to their shared goal or interest. A group or organization of individuals with similar goals or interests is what it is otherwise (Marinova,2000). Malu & Smedley (2016) also delivered that Community-based English clubs are loose associations of people who come from various sections of a community, town, or hamlet and meet often and voluntarily for the stated goal of speaking English. Members may be working people or secondary and tertiary students. Members agree to talk only in English at meetings while taking part in activities that support and promote language usage. In this case, English club is a club outside of class or it can be said as a extracurricular activity. As a extracurricular activity, Communicative English Club in this case, has speaking activity to enhance their speaking skill. Demydovych & Holik (2020) stressed that the current study shows that the applicability of this interactive extracurricular activity may be considerably broader since each Speaking Club session is different, letting the subject dictate the structure and instructional methods. Eventually, English Club as a place to learn English with many students that have different backround so that it possibly feels anxious when learning speaking.

Creating supporting learning atmosphere outside the classroom is not easy. There are several things effect their learning including psychological aspects. Speaking anxiety has played crucial role in speaking success which most of students in debate class feel shy, then it affects how they improve speaking ability. Students have anxiety when learning a language, regardless of how well-prepared they are. Examples include worrying about how poorly they may do, how others will see them when they speak English, and how comfortable they are with the subject matter (Sutarsyah, 2017). However, language anxiety among learners might not be reduced or prevented. Language learners nearly always experience some level of anxiety. It takes fortitude to be a good language student, and anxiety is a symptom of this. In this way, anxiety might be viewed as a helpful learning factor for languages. Positivity towards one's own performance is a significant indicator of future success for students of a foreign language (Daley et al., 1999). Therefore, students may have an institution to improve the speaking ability by learning with theirselves that leads to self-efficacy.

Another psychological aspect which affects students' speaking ability is self-efficacy. In learning to speak, it is common to have low self-efficacy that An important contributing element to anxiousness is inadequate self-confidence (Mede & Karairmak, 2017). Anyadubalu's (2010) study concluded that foreign language speaking anxiety directly reduces self-efficacy, which has a detrimental influence on students' performance in the target language. Similarly, Bandura (1992) suggested that Low self-efficacy causes students to feel scared and unhappy while speaking because they do not believe they can achieve their goals. Thus, it can be said that speaking anxiety and self-efficacy are significant predictors of foreign language speaking anxiety.

Several studies investigated the role of psychological aspects (anxiety and self-efficacy) in speaking success. Sutarsyah (2017) and Qurnia (2020) investigated students' anxiety correlation to their speaking performances. Aulia (2020) investigated how students' self-efficacy influenced students' speaking performances. From those studies, there has not been a study that investigated the correlation of both psychological aspects, particularly outside the classrooms. Thus, this study tries to fill that gap by investigating the correlation of students' speaking anxiety and their self-efficacy in practicing speaking outside the classroom.

2. Literature Review

Students' Speaking Anxiety

Anxiety feeling is interesting to discuss as it cannot be separated from someone who is learning something. It is actually a bad feeling to encounter someone when they are trying to do something. "Anxiety is described as anguish or unease of the mind induced by dread of danger or disaster that is an unreasonable or disproportionate persistent concern that dominates and interferes with everyday tasks such as job, school, relationships, and social activities" (Suleimenova, 2013). Thus, this feeling may affect students' speaking ability when they have high anxiety.

The high speaking anxiety may be caused by several factors. Low English proficiency, lack of practice, challenging tasks, lack of self-confidence, fear of making errors, and advice or recommendations that are difficult to comprehend may all contribute to students' speaking anxiety (Liu, 2006). Thus, as an educator, the teacher needs a strategy to eliminate those factors for the sake of reducing students' speaking anxiety.

Students' self-Efficacy

Self-efficacy is described as an individual's perception of their ability to do a task related to themselves. It is a key predictor of conduct in the classroom, on the athletic field, and in social interactions (Bohlin et al., 2012). Moreover, it is defined as the capability to achieve desired results via one's activities (AL-Baddareen et al., 2015). Students with high self-efficacy are inquisitive, confident, and like a challenge. In other words, it comprises of mental fortitude or how to respond to anything. self-efficacy is one's belief in one's capacity to utilize performance to complete tasks and accomplish goals. This indicates that people who feel highly effective tend to make greater claims about their capacity to complete tasks (Bandura, 1977).

Students' self-efficacy in learning is indicated by seven factors: (1) personal accomplishment: someone's self-efficacy is affected by their experience to complete a task and the ability to manage their expectation; (2) vicarious experience: Since most expectations are the outcome of indirect experience, people do not rely only on prior experiences as a source of self-efficacy; (3) verbal influence: The greatest way to accomplish this verbal persuasion, which is important considering people's capacities to carry out a certain activity, is through the Pygmalion effect, the confidence that something will happen; (4) This fourth source of self-efficacy can be sparked by demanding and trying circumstances that may have a positive impact on one's

competence, which then affects one's perception of their capacity to deal with frightening events; (5) Locus of Control: One of behavioral psychology's most influential individuals, Julian Rotter, asserted that every person had a different way of taking control of a situation; (6) Self-Concept: some encouragement to believe I can achieve, or of what I can do when the situation supplies incentives for unqualified effort; (7) Outcome Expectation: the person's assessment that a certain activity will result in specified outcomes (Bandura, 1977).

3. Research Method

This study adopted a correlational study to measure the correlation between students' speaking anxiety and self-efficacy. It was conducted at an English community establishment by a university in Salatiga, Central Java. The campus offered this community as an extracurricular program to enhance students' English competencies, particularly in practicing speaking. There were 30 members of this English community who participated in this study. It was 25% of total members of the community (120 members). They came from various majors on this campus who were willing to improve their English capability.

Two instruments were employed in this study. The first questionnaire was about speaking anxiety, developed by Yaikhong (2012). It consists of 17 statements adopted with minor adaption in wordings testing EFL Public Speaking Class Anxiety. This scale ranges from 1 (Strongly Disagree) to 5 (Strongly Disagree). The speaking anxiety questionnaire is found to be reliable. The PSCAS items were adopted, modified with a few wording modifications, and verified. An acceptable preliminary internal consistency of .84 was obtained from a PSCAS. Eventually, the first questionnaire's goal is to determine the amount of students' anxiety.

The second questionnaire is, self-efficacy, adopted from Schwarzer (1995), which is usually used for testing self-efficacy. It consists of 10 statements. This scale ranges from between 1 (Not at all true) and 4 (Exactly true), with higher scores indicating more self-efficacy. The reliability for GSE (General Self-Efficacy) is Cronbach's alphas between .76 and .90. The validity is correlated to emotion, optimism, and work satisfaction. For anxiety, stress, burnout, and depression, negative coefficients were discovered. Additionally, this questionnaire seeks to determine students' levels of self-efficacy.

Those questionnaires were made using Google Forms as a tool to gather data. After that, the researcher used WhatsApp to deliver the questionnaires through the Google Form link. After the data were collected, the data were analyzed descriptively and inferentially by employing Pearson Product Moment to analyze the correlation between two variables.

4. Results and Discussion

The Demography of Research Participants

This study first presents the demography of the research participants who came from various majors in that campus. At least there are eight majors who participated in this investigation:

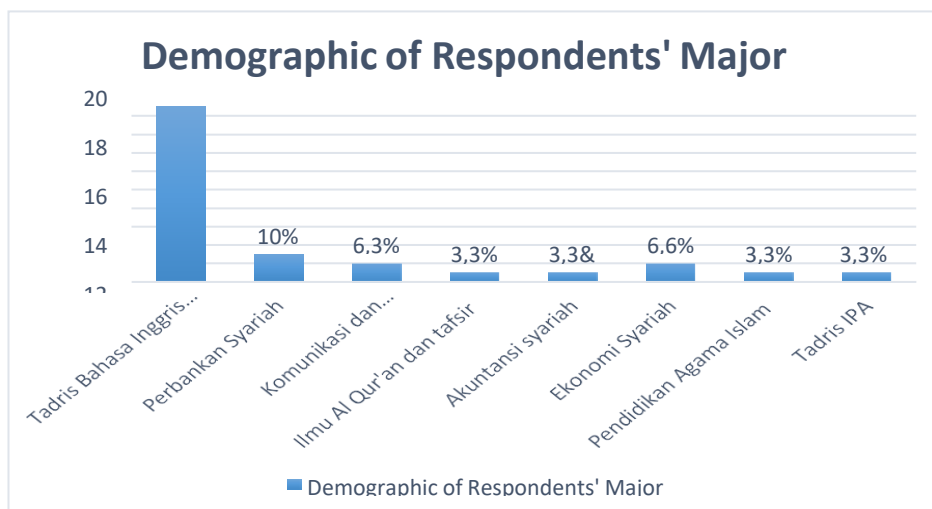


Figure 1. the Demography of Respondents' Major

This study indicates that english education major still dominate the total members who participated in this survey. It also presents that an outside classroom learning community is needed to enhance students' language competencies.

Students' Speaking Anxiety Level

The following table presents the result of students' anxiety level in practicing speaking.

Frequency	Percent	Valid Percent	Cumulative Percent
Low	16	53,3	53,3
Medium	14	46,7	100,0
Total	30	100,0	100,0

The results of the calculation using SPSS 24 regarding speaking anxiety are displayed in the table above and indicate that 16 respondents had a percentage of 53,3% low anxiety, followed by 14 respondents with a percentage of 46,7% with medium speaking anxiety.

The result of anxiety in this research is different from the research by Sutarsyah (2017). The statistics indicate that speaking anxiety may have a detrimental effect on the general speaking performance of students. Furthermore, it was shown that anxiety is the predominant component, followed by anxiousness. It gives a new perspective that speaking anxiety in English clubs can be reduced by practising speaking together.

Students' Self Efficacy Level

The results of the self-efficacy survey also indicate similar levels of students' speaking anxiety.

Table 2. Distribution of Students' Self-Efficacy

	Frequency	Percentage	Valid Percentage	Cumulative Percent
Very Low	5	16,7	16,7	16,7
Low	14	46,7	46,7	63,3
Medium	6	20,0	20,0	83,3
High	3	10,0	10,0	93,3
Very High	2	6,7	6,7	100,0
Total	30	100,0	100,0	

According to the calculations, there are 5 respondents with a percentage of 16,7% who have very low self-efficacy, 14 respondents with 46,7% low self-efficacy. There are 6 respondents with percentage of 20% on medium self-efficacy. Followed by 3 respondents are high self-efficacy with percentage of 10% and only 2 respondents with percentage of 6,7% are very high self-efficacy. It can be concluded that mostly of respondents are having low self-efficacy with total respondents 19 with percentage of 63,3%.

These results of low self-efficacy are supported by the research by Aulia (2020), this study revealed that (1) the majority of students had modest confidence in their speaking abilities. Students' self-efficacy in public speaking was affected by task difficulty, psychological characteristics, environment, situations, familiar audiences, preparation, external incentives, and self-skill knowledge. Lack of confidence, anxiety, anxiousness, lack of concentration, relaxation, and strong self-confidence were the effects of the elements impacting the students' self-efficacy in public speaking.

The Correlation of Students' Speaking Anxiety & Self-Efficacy

The following table presents the result of a correlational analysis between students' speaking anxiety and their self-efficacy in practicing speaking outside the classroom.

Table 3. Pearson Product Moment Correlation

Students' Anxiety	Pearson Correlation	1	-0.480**
	Sig. (2-tailed)		0.007
	N	30	30
Students' Self-Efficacy	Pearson Correlation	-0.480**	1
	Sig. (2-tailed)	0.007	
	N	30	30

** . Correlation is significant at the 0.05 level (2-tailed).

According to the calculations above, there is a moderate correlation between the variables x and y, as indicated by the correlation between these two variables showing the number -0.480. The level of this correlation can be observed where the calculated values fall into the moderate correlation category and range between 0.40 to 0.599. Furthermore, the negative correlation indicates an upright correlation between two variables where the higher the anxiety level, the lower the self-efficacy level and vice versa. However, this study has resulted in an insignificant correlation since the sig. 2 tailed reached $0.007 > 0.005$. Thus, this study shows a correlation between two variables, but they are insignificant.

This finding violated the previous study, in which students' self-efficacy was closely related to their speaking performance (Baleghizadeh & Masoun, 2013). It might be seen that the lower anxiety speaking and low self-efficacy in the speaking community become dominant because the community speaking activity creates a comfortable environment and collective learning, so the anxiety seems to decrease, and self-efficacy is not the dominant factor in learning to speak. However, it is still needed. It is supported by Tanveer (2007) that a friendly classroom atmosphere, dramatic activities, avoiding idealized pronunciation, and homogeneous classrooms were cited as less anxiety-inducing. Since creating a supporting environment to enhance students' speaking ability, it is suggested to the English community committee to create creative programs and design the atmosphere which supports students to learn speaking.

5. Conclusion

The study has presented the level of students' speaking anxiety level and their self-efficacy. However, the results have presented their low level of anxiety and self-efficacy. It is a new phenomenon. There should be low speaking anxiety followed by high self-efficacy. However, the correlational analysis has resulted in a negative correlation, although it was at a moderate level. An insignificant correlation between two variables has proven the null correlation in this study. Although they are no correlation, a narrative investigation of students' anxiety and self-efficacy is needed to accomplish this study.

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