STUDENTS' SPEAKING ANXIETY AT ESP CLASSROOM (A DESCRIPTIVE STUDY IN BUSINESS ADMINISTRATION CLASSROOM)

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Abstract
Students majoring Business Administration studies believe that hard work and promotion are a must. To do so, they have to realize that the English language is an international language. They must have good English skills, especially in speaking. This ability is critical for leading a team and persuading customers to buy a product. The researcher from the Islamic University of Balitar utilized a descriptive study to analyze speaking anxiety. Based on semi-structured interviews and observations, there was communication apprehension, fear of negative acceptance, and test anxiety. Data reduction, data display, and data verification showed that there were specific anxiety (six students) and state anxiety (fourteen students), but not trait anxiety. The findings also found that twenty participants can overcome spiking anxiety using a positive thinking approach and preparation process. Avoiding eye contact also helped to minimize anxiousness when speaking. Based on the result, the researchers who are interested in speaking anxiety are suggested to use the descriptive and statistical approach at the same time, namely the mixed method approach.

Keywords: English for Specific Purposes; Business Administration students, Sources of Speaking Anxiety; Reducing Speaking Anxiety

Abstrak
Mahasiswa Administrasi Bisnis menilai bahwa kerja keras itu harus, begitu juga dengan kenaikan pangkat sebagai imbalannya. Mereka harus menyadari bahwa Bahasa Inggris adalah Bahasa Internasional yang merupakan acuan Bahasa seluruh negara yang ada. Mereka harus menguasai kemampuan Bahasa tersebut, terutama di dalam hal keterampilan berbicara. Keterampilan tersebut sangat penting untuk dikuasai karena akan mempermudah di dalam hal pemasaran sebuah barang kepada para calon pembelinya. Penelitian menggunakan pendekatan kualitatif di lakukan di Universitas Islam Balitar untuk menganalisa kecemasan berbicara mahasiswa Administrasi Bisnis. Berdasarkan hasil wawancara semi terstruktur dan pengamatannya, mahasiswa mengalami kecemasan berbicara berdasarkan kategori kecemasan berbicara, kategori ketakukan penilaian, dan kategori kecemasan ujian. Berdasarkan cara menganalisis data kualitatif seperti reduksi data, enam mahasiswa termasuk dalam kategori kecemasan di dalam hal tertentu, empat belas orang termasuk di dalam kecemasan sementara, dan tidak terdapat mahasiswa di dalam kategori kecemasan dasar. Semua kecemasan yang sudah diungkapkan tersebut dapat dikurangi dengan cara berasumsi baik terhadap segala hal, dengan cara melakukan persiapan, dan dengan cara menghindari tatapan mata secara langsung dengan penonton yang hadir. Berdasarkan temuan yang ada, metode campuran sangat disarankan untuk mendapatkan data kualitatif dan kuantitatif bagi peneliti yang berkaitan dengan kecemasan berbicara.

Kata kunci: ESP, Mahasiswa Administrasi Bisnis, Sumber kecemasan berbicara, cara mengurangi kecemasan berbicara,

Introduction

In this era, learning English is essential since the quick flow of information necessitates that business administration students at the Islamic University of Balitar (UNISBA Blitar) be able to communicate in English. English speaking will help them to find career opportunities when they have graduated from UNISBA Blitar. They must first master English speaking before moving on to English writing and reading. To do so, individuals must first overcome their fear of public speaking in Speaking class. Therefore, language teachers will offer insight into the level of anxiety associated with speaking English in assisting their students. Every day, people require language, such as to find a job and to communicate (Rao, 2019).

Students' vocabulary will grow as they practice speaking English to express information in a specific setting. In the end, they can accurately convey their emotions and thoughts. If others have learned English speaking, those expressions can persuade them. The scripted thought cannot persuade others (Rao, 2019).

Oral expression is related to the use of the right sounds and intonation in the English language. Here, the intonation is the indicator of a specific request. If the students have plain intonation, the credibility of what is being expressed will be questioned by the audience. For example, if the students want promotion in their job, they can have small research about the capability and the desk job in their new position. The students must have a good record about the current desk job, then they can find the momentum to ask promotion about it. Prosperity and promotion are some of the objectives of Business Administration (Kamaluddin & Rapanna, 2017). The students can utilize specific vocabularies and intonation to convey the expression. Word selection affects the outcome of speaking (Sari & Wardani, 2019). However, students may become confused due to the difficulty of speech (Rao, 2019).

In speaking, they need confidence, not the anxiety to speak in performance. For example, they can gain confidence by using specific vocabulary. The phonetic symbol can help the learner to learn about vocabulary to master public speaking (Sari & Wardani, 2019). The specific vocabulary is one of the ways to grab the audience's interest. This technique will make the speaker is part of the audience's community in daily activities.

However, speaking is considered to be the most difficult thing in learning English for Specific Purposes because the students have to combine the knowledge of simple sentences and compound-complex sentences with specific expressions. The learners have to put more effort to learn about speaking (Rao, 2019). They can express it right away in the Indonesian language because it is their mother language. It is a different story if they use a foreign language. It happens because the students' community mostly uses the Indonesian language rather than the English language.

Bussines administration students of UNISBA Blitar are required to use the knowledge of pronunciation and vocabulary at the same time if they want to express their ideas in English. They need to use specific

vocabulary to express the specific topic. For example, they can use specific vocabularies about digital marketing as the indicator of their understanding. Less vocabulary preparation means the information that listeners will receive will be corrupted. Lack of vocabulary cause speaking anxiety and cause lack of confidence (Hammad Rafada & Ahmad Madini, 2017).

Good pronunciation is another issue for students majoring in Business Administration degrees, according to the interview data in this. They know that pronunciation will make their utterance more attractive, but they have low confidence to speak aloud because they think a lot about the homophone. For example, they may confuse the word "hear" and "here". It is a sign that they lack of pronunciation preparation, in consequence, it leads to speaking anxiety. Students must enhance their speaking skills to achieve recognition, particularly in the business world (Kamaluddin & Rapanna, 2017).

Because they have mastered English since junior high school and the English language is their concentration, university students are supposed to have low speaking anxiety. Using a mixed-method approach, Handayani et al. (2020) discovered that second-year English department students showed high speaking anxiety. In their study, they used Linkert and Oetting's measures to determine the level of speaking anxiety. The most important component in speaking fear, according to their findings, was classroom procedures.

Pakpahan & Gultom (2020) has the same issue with Handayani et al.'s (2020) study. They believed that Horwitz, & Cope's (1986) perspective would help their study and they believed that quantitative and qualitative approach was the best solution to solve the speaking anxiety of 30 students in English Education. Based on the result, this study had found that most of the students experienced moderate level rather than high-level language anxiety. Online courses were very effective to reduce the speaking anxiety in this study.

Putri's (2020) study showed that 21 students of SMAN 5 Langsa self-perception, class condition, and fear of making mistakes contributed to speaking anxiety. The qualitative approach in this study was considered to be very effective because it had found that preparation was the best solution in this case.

Nugroho et al. (2021) stated that speaking anxiety affected 30 students of the vocational school (SMK Negeri 1) in Banyumas. They used Horwitz, & Cope's (1986) perspective and case study approach to know the level of speaking anxiety. They had found that vocabulary contributed to communication apprehension and pronunciation contributed to text anxiety.

Based on the previous studies above, this study also focuses of the types of speaking anxiety according to Horwitz, & Cope's (1986) perspective, but it will focus on English for Specific Purposes class. To be more specific, this research aims to investigate the sources of speaking anxiety, the factors and its solution related to speaking anxiety.

Methods

In this study, qualitative was the main solution to solve speaking anxiety in ESP class. This approach would give a better understanding of the natural phenomenon in speaking anxiety rather than a closed question survey. Sinaga et al. (2020) claimed that speaking anxiety was not a phenomenal situation, but it was a natural phenomenon for higher-level students. This approach would provide the answer about how to solve speaking anxiety in speaking class. The researcher played a role as the main instrument to gain insight about speaking anxiety because the researcher would collect the data, would make data analysis, and would draw the about this natural phenomenon. The main instrument had a vital role to conduct the qualitative approach (Anggito & Setiawan, 2018).

The subject was 20 Business Administration students of B class; the third-year semester. Islamic University of Balitar was the location to conduct this study. In detail, those students were the participants in this particular study because they had passed basic English courses and showed English speaking anxiety, for example, shyness. The primary data were derived from the interview result and relevant journals and observations were the secondary data.

In data collection, the researcher used a lot of approaches, such as observation, interview, and documentation. The first thing was the researcher was participant observation to gain a clear view of the data derived from the students. Video recording was used in this phase to see the students' expressions about speaking anxiety. The signs in the observations list were rapid breathing, using speech fillers, finding they have a blank stare, making sudden or unnecessary moves during speaking, eye contact, making excessive laugh, and making grammar mistakes during speaking. Second, after collecting observation data in ESP class, the researcher conducted a semi-structured interview. 20 minutes was the limitation of an interview and the researcher used verified interview questions. The students can use English or Indonesian language during the interview, so they feel comfortable answering all of the questions. There was sound recording in this section, so the researcher can playback the data in the future. The documentation was the last step in this procedure. The researcher used notes during data collection. It included the lesson plan, voice recording during the interview, video recording during observation, and personal notes in Speaking class. The researcher preferred to use smartphone rather than audio cassette to record the interview data. 4k video was the ability of the researcher handphone to make documentation.

In data analysis, data reduction was the first thing to do. Omitting non-categorized data was the first step. Simplifying is the meaning of data reduction (Wekke, 2020). It meant that the researcher focused on speaking anxiety experienced by Business Administration students. All students' activities were categorized into three types of speaking anxiety. Horwitz & Cope's (1986) believed that communication apprehension, test anxiety, and fear of negative evaluation led to students' speaking nervousness at UNISBA Blitar. The second step was data display. The

researcher believed that bar graphs and pie charts would help the researcher, but using various tables was the best option to understand and to display the result. For example, there were "before" and "after" table of communication apprehension. Before table was the first revision and after table was the second revision if necessary. The last step was the researcher explained the findings by providing supporting information which was available during this study. This step was verification process.

In addition, source triangulation and methodological triangulation were utilized by the researcher to know Business Administration students' speaking anxiety. So, the data was gathered by the researcher utilizing an interview guide that was facilitated by a questionnaire and there was a comparison between observation data and interview data. The combination of primary and secondary data was used in source triangulation (Samsu, 2017). Moreover, there was a discussion between the researcher and two colleagues about the findings of this study. So, the researcher knew about the weaknesses of this research.

Finding and Discussion

Based on the elaboration of the research method above, the researcher has found communication apprehension, test anxiety, and fear of negative evaluation as a natural phenomenon in this study. The natural phenomenon was source of speaking anxiety (Indrianty, 2016; Ningsih & Fatimah, 2020). The researcher feels that those things are not a threat to the students based on relevant literature, yet those categories do exist in ESP class.

Communication Apprehension

It is about a person's level of nervousness while talking with others. the participants in this study believe each person will treat them differently and each subject has a different comfort level, especially in English speaking. shyness, quietness or reticence are the first signals of communication apprehension (Yuliana, 2017). Here are the examples:

"sir, I have dryness in my mouth before the class begins" respondent 1.
"my palms is sweating. I just can't handle it. It makes me nervous" respondent 2.
"my heart is like a concert. I can call it as drum band parade" respondent 3.
"I feel something wrong in my stomach" respondent 17
"before the class begins, I believe I have beautiful voice. Now, it is not. The voice is geeting softer" respondent 18

Respondent 1 and 18 shows that the student has difficulties in using intonation. Respondent 1 claims that it happens when someone stares at him; either boys or girls. The effect starts to slow down when the class is over. The student claims that he does not know how to overcome it.

Overthinking can cause this effect. So, the student starts to think of others positively in the next performance.

Respondent 18 claims that he thinks too much about homophones. overthinking about homophones can confuse the sequence of material to be delivered. He thinks a low voice can help, but it turns out he forgets the sequence. The solution is to practice it daily. He can start to combine English words and Indonesian words in a sentence. All things related to unfamiliar pronunciation and unfamiliar vocabulary can cause communication apprehension (Nugroho et al., 2021).

Respondents 17, 2, and 3 show that they are nervous. They rarely speak in front of the class. Respondent 17 has the option of going to the restroom sooner and not taking the first position. Respondents 2 and 3 can start by drinking mineral water to calm themselves down.

Based on the interview, mostly they experience it in the past. So, they try to avoid public speaking and small group meeting using the English language. However, they have a dream to master English speaking because it will help them a lot in their daily activities, especially in an organization. They want to express themselves freely using spoken language (Akramy, 2020). To do so, they can begin to lessen this type of anxiety by knowing the material and developing a public speaking strategy.

Test Anxiety

The students believe they can run away from the English language because of their bad personal experiences in the past. Globalization makes sure that the English language of factors to be successful in their career. Globalization utilizes English as an international language (Rao, 2019). Excessive feeling or excessive anxiety of speaking tests can lead the student to have speaking anxiety. Here are the examples:

"I have no luck with any English test" respondent 5
"I have a bad score at speaking, but I believe in my writing" respondent 6
"I tried so hard to avoid this test" respondent 9

Respondents 5 and 9 show that they have speaking anxiety. It happens because they have a negative experience, failed in the past test. Negative thinking can cause test anxiety. They have to try it more and more to support their career. It is preferable to have a poor grade in the classroom than in real life. Knowing what causes a poor score can help you build a solid foundation. They can have a lot of confidence if their English teacher can motivate them.

Respondent 6 has the same situation as respondents 5 and 9. The student is advised to talk to the lecturer to check speaking progress and to get advice about succeeding in speaking class because the student has confidence in writing.

When it comes to "test anxiety", practice is the best option. The students can discuss with the lecturer to know about test-taking

strategies. TOEFL or TOEP tests are examples of test-taking strategies. Students at UNISBA Blitar can be led to feel no strain or tension by listening to English radio and watching English movies and programs (He, 2017).

Fear of Negative Evaluation

It is about social anxiety in learning English speaking. Social anxiety can affect the students' performance. It is an indicator that they do not have a social filter in their community. This anxiety is linked to community evaluations (Akkaş et al., 2020). The following are the examples:

"I have a bad feeling when the lecturer calls my name" respondent 8

"I have no preparation and the lecturer call my name. I think it is done" respondent 12

"I think, delivering my ideas in front of the class is not a good idea. The atmosphere is different" respondent 14

Respondent 14 states that she can get nervous when she forgot the material or the sequence. When she is in front of the class, she thinks time slows down because she is always thinking about unfavorable lecturer's comments about her performance and there is a chance that her classmates will begin to bully her. If the lecturer can provide favorable feedback in front of the class, the student will have some encouragement to continue her quest to speak in public. She is in desperate need of positive feedback.

Respondents 8 and 12 claims that they feel nervous because of a lack of improvisation skills. They start to think that they are not a worthy person to speak in front of the class, so they answer the lecturer's question incorrectly. In the end, they think that the lecturer has evaluated them negatively.

To help the respondents 8 and 12, the lecturer can give motivation to the students. The lecturer can start to open a discussion about anxiety in speaking, can try to take a slow deep breath, and can try to share a story of a successful person or personal experience in English public speaking. Those steps can make a different perspective about English lecturers, so they can have a positive assumption. Speaking anxiety can be reduced by creating a welcoming environment (Akramy, 2020).

Types of Speaking Anxiety

State Anxiety is triggered by unrelated factors and personal factors toward speaking anxiety. It is just situational belief, so there is a big chance for the students to recover from it. This is a temporary impact, but it has the potential to demotivate students in speaking classes (Yuliana, 2017).

"English speaking makes me nervous" respondent 4

"I don't have a confidence to speak in front my classmates" respondent 10

The participant starts to panic when they are asked to speak in front of the class because English is not a national language. They will use it in their daily lives if it is a national language. Melouah's (2013) study shows that they have speaking anxiety when students are asked to respond to or say something about the topic by the teacher. Only 2 students, however, can speak in front of the class without preparation, but not the rest of the class. They believe they can apply the basic words they have learned so far. This type of speaking anxiety depends on student's feelings or beliefs. Normal anxiety is state anxiety (Sinaga et al., 2020). Students who have a strong belief in something that can make them desperate or put them in danger will experience anxiety for a long period.

The term "trait anxiety" refers to the polar opposite of "state anxiety " because traumatic events might last longer than people's expectations. Trait anxiety can last longer or forever (Sinaga et al., 2020). Many things may generate this anxiety since tragic experiences can bring the student to their knees. This anxiety is not present among the participants in this study. If a student is in this scenario, the lecturer can have a personal conversation with them. The lecturer can ask the student to commit to learn about a past story. Instead of isolating the student, the professor can ask him or her to seek help if they have a problem, especially in speaking in front of the class.

Furthermore, it is about specific situation anxiety. Learning the Indonesian language is preferable to the English language because students simply lack knowledge of how to communicate effectively in English. This occurs because the majority of their community speaks Indonesian. Specific examination or class participation can cause specific anxiety (Rosana Putri, 2020).

"I have a lot of things to talk about in front of the class, but the pronunciation makes me nervous" respondent 16

The respondent claims to be unsure of how to make an effective opening in a presentation. She does not know how to pronounce "ladies and gentlemen" correctly. When she has an English conversation with the lecturer, this situation does not arise. This occurs as a result of her infrequent usage of the introductory sentence in polite English conversation. If she fails on the first attempt, she will have a poor score. Then, if she continues his journey to learn the material about introductory phrases in speaking, it means the student will be able to overcome her fear of speaking. Hasibuan and Irzawati's (2020) study claim that Students will accomplish remarkable success through self-reflection activities.

The Strategies to Reduce Speaking Anxiety in ESP class

The students do not have a lot of time to tell the audience about their ideas and perspectives, therefore they have to speak effectively. Preparation is the solution because they cannot predict the future. Preparation can solve the problem of difficult words to pronounce

(Hennessey, 2019).To do so, they can start to ask themselves about the hot topic and the importance of the topics.

"Sometimes I believe that they are superior in speaking, but I don't think so" respondent 15

Respondent 15 thinks that when he knows that another person has a good outfit, he thinks that person is superior in speaking. In a real-life situation, he does not know what is the intention of that person. He may just be another audience with poor speaking skills. It wastes his time to think about other people. He must concentrate on what is in front of him, public speaking. He can begin preparing the material, underline the crucial sequence, attempt to tell jokes to relieve the stress of public speaking and go to the restroom sooner to overcome speaking anxiety. The students can prepare the material to motivate the audience and to use body language in speaking (Hennessey, 2019).

Based on the interview, mostly they think the English-speaking class negatively. That is the reason why they cannot develop their speaking skill. Positive thinking about speaking class can lead them to have mental health and it truly assists the brain in effectively performing activities. By following all of the instructions in speaking class, individuals may begin to expect unfavorable feedback from the audience (Handayani et al., 2020).

"Positive thinking and positive thinking" respondent 20
"I have to be calm and think positively" respondent 6

The respondents believe that they learn a foreign language, so preparation is a must. To do so, they can make a quick note before they deliver their ideas. The first thing to do is to have a friend with positive people because it can build the confidence to speak. The students have to think that they may have a baby step for a while, but not forever. Positive thinking means they have no distractions to deliver their ideas in front of the class. They may begin to lessen the lack of engagement in speaking class by developing a good preparation for positive thinking (Handayani et al., 2020).

For the beginner, they do not know how to speak properly in front of the class. They can have a YouTube channel as supplementary material to speak effectively in fount of the class. It indicates that they need teachers based on their area of expertise. The teacher can give personal solutions about speaking anxiety, can give speaking strategies, and can give motivation based on the teacher's experience. Therefore, they need community language learning (Halimah, 2018).

"when I look my fiend's eye, it means I will forgot anything" respondent 7

Respondent 7 cannot avoid eye contact and another thing to do is just close the aye. It is the indicator of a beginner in speaking in front of

his classmates. It means the respondent is forbidden to give a white flag, but to find the solution because eye contact is another way to communicate with the audience. He can find a distraction, for example, he can look at the wall or look at the participant's forehead. Istitoah's (2021) study claims that looking at the wall is the greatest way to avoid eye contact.

Conclusion

Throughout this study, communication apprehension, fear of negative acceptance, and test anxiety all exist in this study and are sources of speaking anxiety. As shown in the findings, there is no issue has found in trait anxiety, but 14 students experience state anxiety and 6 students experience specific situation anxiety. To tackle speaking anxiety in speaking class, preparation, positive thinking, and avoiding eye contact are the best solution so far.

Furthermore, it is hoped that the researchers who are interested in this subject will use mixed-method research. A quantitative and qualitative approach will provide a better understanding of classroom speaking anxiety.

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