Perceptions and experiences on language anxiety on EEGAFI senior high school students' English speaking classes: SY 2022-2023

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Abstract: English language is one of the most challenging languages to learn, and students often struggle with it, especially in English-speaking Classes. Additionally, English is widely used throughout the world, which has put second language learners on a difficult path to acquiring excellent communication skills (Lababidi, 2015). In fact, not all students can easily achieve their goals of learning English and follow the language learning process well. In this study, researchers aim to investigate and determine the perceptions and experiences on Language Anxiety of EEGAFI Senior High School Students in English speaking classes. The design selected for this study was quantitative research in natures using interviews. Furthermore, the data has been collected from (n=115) respondents of EEGAFI Senior High School Students. Researchers used simple random sampling method in collecting participants. In this study, it was found out that these five factors (i.e., lack of confidence, poor quality teaching, fear of making mistakes, fear of evaluation, and communication apprehension) are causes of Language Anxiety. In addition, the researchers found that students would feel less anxious when they have lack of confidence and positive thinking, since students selected these as their preferred easing techniques in reducing Language anxiety (see bar graph 1.0). However, students also send some tips on how to reduce language anxiety (see table 1.0).

Keywords: language anxiety, perceptions and experiences, EEGAFI SHS students, English speaking classes, factors

INTRODUCTION

English language is one of the most challenging languages to learn, and students often struggle with it, especially in English-speaking Classes. In a realm of widespread communicate language, while it is true that English is a medium of instruction in so

many schools all over the world. However, despite the fact that English is now widely used throughout the world, it still has put second language learners on a difficult path to acquiring excellent communication skills (Lababidi, 2015). In fact, not all students can easily achieve their goals of learning English and follow the language learning process well.

According to the results of a study done by the Shanlax International Journal of English on December 2019, communication can be successful to students when the four language skills-reading, writing, listening, and speaking-are used appropriately in each context. However, as the language-teaching and learning field keeps changing more and more from GTM to CLT, speaking is being seen as a crucial skill that students need to develop.

In Philippines, English has been implemented as subject matter in all level of schools from elementary to tertiary. The English course is actually liked by some students while being disliked by others. The majority of students struggle with their English classes is communicating. English language learners continue to face challenges when it comes to communicating in the target language because their first language is more widely used in daily communications (Bonjovi,Hajan). Moreover, since speaking in the target language appears to be the most challenging aspect of learning a foreign language, Horwitz, Horwitz, and Cope (1986) pointed out that the current emphasis on the development of communicative competence presents particularly significant challenges for the apprehensive learner. Foreign language anxiety is a serious problem that must be addressed if English instruction in educational institutions is to be successful (Daniel Yu-ching Chan & Guo-cheng Wu).

Therefore, the purpose of this study is to find out the perceptions and experiences on Language Anxiety of EEGAFI Senior High-School Students in English Speaking Classes. The study's aims are to find out how anxious students were, investigate the incidence of feeling of fear among Senior High-School Students in English-speaking Classes.

STATEMENT OF THE PROBLEM

The researchers aim to investigate Senior High School Students' perceptions and experiences concerning language anxiety in English-speaking classes. Also, the researchers seek to determine the factors behind Students' problem in speaking English in classes.

The study is guided by the following questions:

1. What are the problems and challenges encountered by the Senior High School Students in EEGAFI in speaking English Language?

2. What are the possible ways to resolve this problem encountered by the Senior High School Students when speaking English in public?

SCOPE AND LIMITATION OF THE STUDY

The scope of the study focuses only on the Perceptions and Experiences on Language anxiety of EEGAFI Senior High-School Students. The data collection was conducted to 115 randomly selected students in Senior High School of ECT Excellencia Global Academy Foundation, Inc. SY 2022-2023 who will represent the population.

This study will not cover the other problems that are not consider as one of the Language Anxiety. Additionally, the researcher cannot accommodate such number of people in different places due to financial and time constraints.

SIGNIFICANCE OF THE STUDY

Therefore, this study is conducted to investigate and determine the perceptions and experiences on Language Anxiety on EEGAFI Senior High School Students' English Speaking Classes. In addition, this research will also help the Office of Counseling develop a certain institutional program or create a club that will help students who has problem in speaking and communicating by the used of English, or students who suffer with language anxiety to better facilitate and address their needs.

This study may help the school guidance counselor to better communicate with students regarding their academic performance and general wellbeing. Additionally, this can assist him or her in creating a development intervention program that focuses on students' difficulties speaking English in class.

School Administrators:

This study's result and findings may be used to help educational institutions better manage and design their methods for helping students who struggle with speaking English in class.

Teachers:

This could assist the teachers in finding strategies to successfully accommodate students who have difficulty speaking English in front of others or in class, as well as ways to create a learning environment that is suitable for students who are experiencing language anxiety. To better meet the wants and worries of his or her students, the instructor could create a better approach.

Parents:

This could improve parents' comprehension of typical anxiety symptoms and their impact on their children's academic performance and mental health. Additionally, this might enable the parents to assess and support their children's needs more effectively.

Students:

This could make the students more conscious of the characteristics of language anxiety and teach them realize how it affects their academic performance. Additionally,

this might assist students in coping with and avoiding language anxiety when speaking English.

REVIEW OF RELATED LITERATURE

Learning to speak a language is one of the most difficult skills to master, and it has one of the most detrimental affective influences (Stawiarska, 2014).

Students claim that they commonly experience such high levels of nervousness when speaking in English (Young 1990:539). Among the speaking English problems, anxiety is mentioned to be the most causes of students" speaking problem. One factor that causes students to experience language anxiety when speaking in public is a lack of confidence. Other factors include poor teaching, fear of failure, fear of criticism, and comprehension anxiety.

Lack of Confidence

Lack of confidence is the most psychological aspect, which is commonly thought to be present in students who believe that their communicative peers have not understood their message (Hussain, 2020). To communicate effectively and confidently in English, one has to speak with confidence. The learners also need to study and develop their confidence. In fact, having confidence helps learners get over their fears and improve their public speaking abilities.

According to Nunan (1999), students who are lack of confidence, their English communication skill would unavoidably suffer from communication anxiety. Additionally, students lacking in confidence are frequently observed to be excessively fearful and shy, reluctant to speak their ideas, and sometimes even unable to create a complete meaningful sentence in class (Ni,2012).

Poor Quality Teaching

In Williams & Andrade's (2008) study, students identified one of the major causes of their nervousness in foreign language classes as the technique in which a teacher calls on students to answer aloud. More anxiety was experienced when students were called on in a predetermined oder as opposed to being randomly chosen. Based on the data collected from Sophia Junior College, Japan, 50.61% students felt that the teachers was responsible for the anxiety-provoking situation. This suggests that teachers should be aware of the situations that frequently cause anxiety and think about how they might adapt their lesson plans and delivery methods if this situation occurs in their classes. Also, this is one of the main reason why many students often struggling speaking English in public.

Fear of negative evaluation

In an article published by the University of Technology MARA Perak, those who are afraid of receiving bad feedback avoid circumstances where they can be evaluated and expect it to happen. Since peer evaluation is common in speaking English classes, it make students feel uneasy when they believe that the teacher and other students are

constantly keeping an eye on them. This makes them feel more unconfident and hinders their ability to perform well in class, especially in speaking English in classes.

Furthermore, this could make students feel anxious and as a result, students become more and more frustrated in speaking English in classes. As shared by Lucas (2011), fear of negative evaluation is also noted as other types of factors causing anxiety. Additionally, based on the research conducted by Galuh University, it showed that fear of negative evaluation could influence students to encounter language anxiety. It was proven by 61.8% of students agreed with the statements.

Fear of making mistakes

Speaking is one of the English language abilities that any language learners needs to develop. According to Anam (2020), learning to speak is the most significant step that students should take when learning English language because speaking fluently in the target language is a sign of high speaking abilities. The fear of making mistakes, however, is what worries students the most about speaking English in front of others. Some students are afraid in making mistakes when speaking English, particularly when the teachers will give negative evaluations on them. According to Gregersen and Horwitz (2002), there has been evidence that students anxiety is closely related to their fear of making mistakes.

Communication Apprehension

As stated by McCroskey in Sellnow (2009), apprehension about communicating with others- whether it is actual or anticipated is known as language anxiety. This is a situation where students feel nervous and afraid to communicate with others in speaking English language. Therefore, this situation led the students to have anxiety that as well as affect student's level participation in the classroom (Siska,2022).

Additionally, communication apprehension happens in a variety of situations and frequently has negative impacts on both learners and teachers (Wan Zumusni, Won Mustapha). McCroskey (1984) asserts that many students, even those pursuing higher levels in educational, experience some level of fear and anxiety when asked to communicate, particularly in front of others.

METHODOLOGY

Research Design

As research designs, researchers mean types of inquiry that "provide specific direction for procedures" (Creswell, 2003). The design selected for this study was quantitative research in natures using interviews, aiming to determine the perceptions and experiences on language anxiety on Senior High School Student's English-Speaking Classes at EEGAFI. Goertzen, M.J (2017) defines quantitative as concerned with collecting and analyzing data that is structured and can be represented numerically. Furthermore, the data has been collected from (n=115) respondents of EEGAFI Senior High School Students. Researchers used simple random sampling

method in collecting participants. In this technique, each member of the population has an equal chance of being selected as subject (Gaganpreet Sharma). This comprised 68 (59.6%) male and 44 (38.6%) female respondents, while 2 (1.8%) preferred not to say. The age of the participants ranged from 16-18 where 22 (19.1%) of age 16, 48 (41.7%) of age 17, and 45 (39.1%) of age 18.

Data Collection

The selected respondents were provided an identical survey questionnaire through a Google form link. Google forms were used to tabulate and calculate the data. Furthermore, descriptive statistical tests, such as frequency, percentage, weighted average, and standard deviation were analyzed and interpreted to substantially describe and demonstrate the responses. The researcher and the participants strictly followed the process for better emphasis and quality answers on the research objectives.

Data Analysis

In analyzing the gathered data, researchers used this formula (weighted mean= $\sum_{ni=1} (x_i*w_i)/\sum_{ni=1} w_i$), in order to find the weighted mean and allowing more material data to have a more significant effect on the result. How to use this formula? First, multiply the numbers in your data set by the weights. Second, add the numbers in step 1. Set this number aside for a moment. Third, Add up all of the weights. Fourth, divide the numbers you found in step 2 by the number you found in step 3. For example, In graph 2.0, there are 5 points of Likert scale. We multiplied the respondents (25,77,9,3 and 1) to the rating scale (5,4,3,2, and 1). 25×5=125, 77×4=308, 9×3=27, 3×2=6, 1×1=1, and we add all the answers (125+308+27+6+1=467). And, we divide the answer which is 467 to the total of respondents which is 115, therefore, the weighted mean is 4.06.

RESULTS AND DISCUSSION

This chapter covers the survey's result and the findings of the study. The content of this chapter are the responses of the respondents gathered through survey method. Through interviews, respondents were able to unconsciously cover the set of questions. The questionnaire of the present research consists of seven questions. The first section (see graph 1.0) includes the background questions about learner's gender and age. The second section (see graph 2.0-2.6) of the questionnaire, students were asked about their perceptions and experiences towards speaking English in classes based on a five-point Likert Scale ranging from Strongly Agree, Agree, Neutral, Disagree and Strongly Disagree. Additionally, the third section (see bar graph 1.0) questionnaire, students were asked to select only the Language Anxiety easing techniques that they prefer. Lastly, the fourth questionnaire (see table 1.1) students were asked to give some tips on how to reduce Language Anxiety.

Proceeding with the analysis, researchers will present the findings coming out from students' answers to questions concerning their perceptions and experiences in
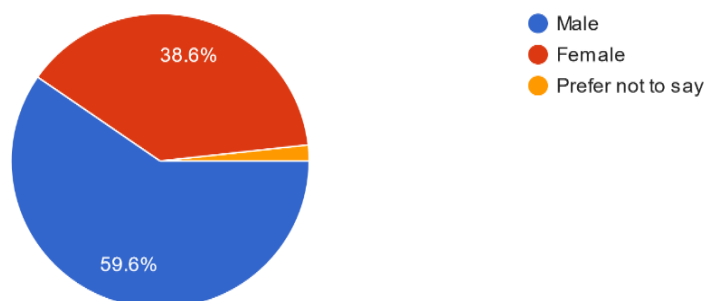
speaking English in classes, in order to determine to what extent these factors influence students to experience language anxiety.

Graph 1.0 Demographic of respondents
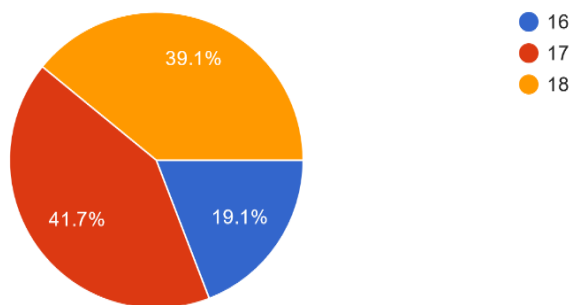
Upon analyzing graph 1.0, the frequency of the age 16 respondents has a number of 22 (19.1%), the age 17 respondents have a frequency of 48 (41.7%), and the age 18 respondents has the frequency 45 (39.1%).

Graph 1.1

Upon analyzing graph 1.1, in terms of gender, there were 44 (38.6%) female respondents and 68 (59.6%) male respondents. While respondents who preferred not to say so accounted for 2 (1.8%).

Graph 2.0
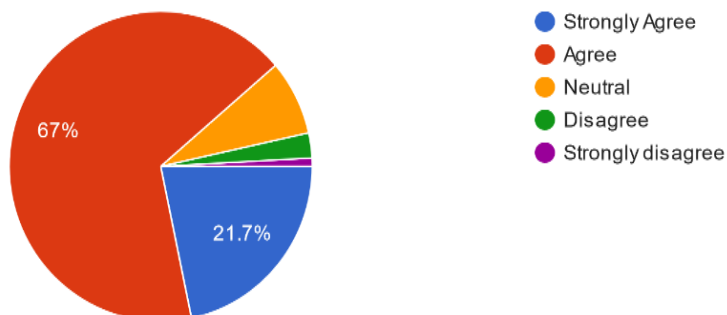
As the pie chart demonstrates, it showed that many students often experience nervousness when speaking English in classes. It was proven by 67% of the respondents agreed with the statements and 21.7% strongly agreed that they felt nervous when speaking English in classes. The agree score was higher than the strongly agree, neutral and disagree scores. Only 21.7% answered strongly agree, 7.8% answered neither agree nor disagree with the statements, 2.6% of the respondents answered disagree, and 0.9% strongly disagree with the statements.
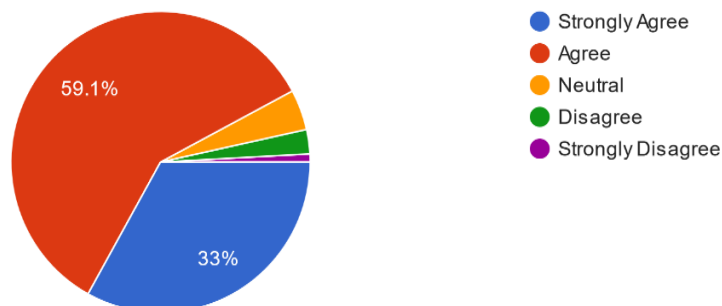
Graph 2.1
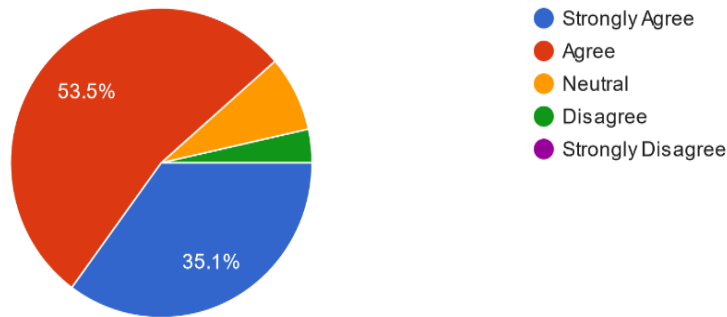
Based on the graph 2.1, it showed that students tremble when they surprisingly called by the teacher individually in English speaking class could influence students to encounter language anxiety. It was proven by 53.5% of the respondents agreed with the statements. The agree score was higher than the strongly agree, neutral, disagree and strongly disagree scores, those were 35.1% for strongly agree, 7.9% for neutral score, 3.5% for disagree score, and 0% for strongly disagree score.

Graph 2.2
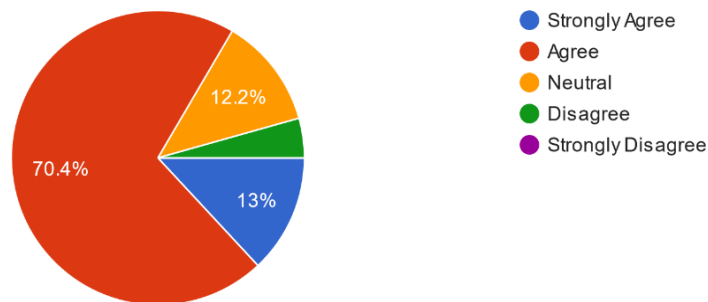
Based on the chart 2.2, it showed that EEGAFI Senior High School Students never felt quite sure of themselves when speaking English in class, therefore it could influence them to encounter language anxiety. It was proven by 70.4% of students agreed with the statements. The agree score was higher than the strongly agree, neutral, disagree, and strongly disagree score, which the scores were 13% for strongly agree, 12.2% for neutral, 4.3% for disagree, and 0.9% for strongly disagree.
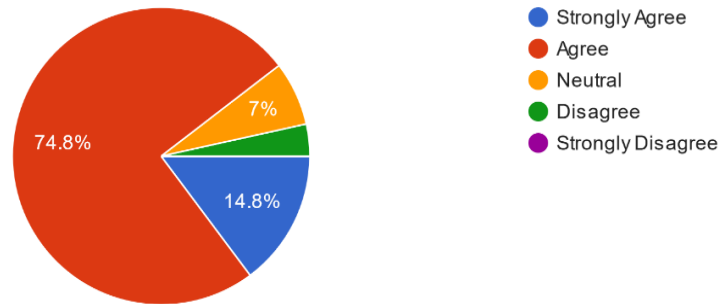
Graph 2.3

Based on the graph 2.3, it showed that EEGAFI Senior High School Students felt anxious when their classmates looked at them whenever they speak English in classes, therefore it could influence them to encounter language anxiety. It was proven by 59.1% of students agreed with the statements. The agree score was higher than the
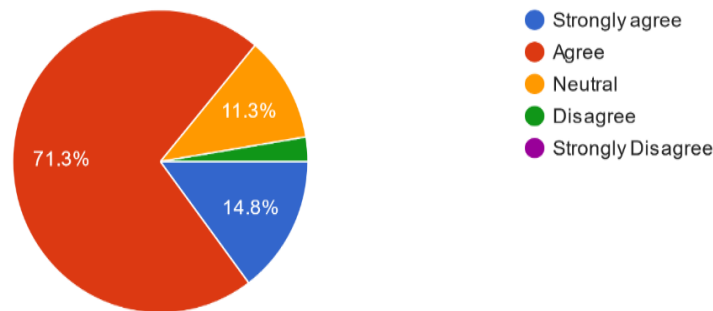
strongly agree, neutral, disagree, and strongly disagree score, which the scores were 33% for strongly agree, 4.3% for neutral, 2.6% for disagree, and 0.9% for strongly disagree.
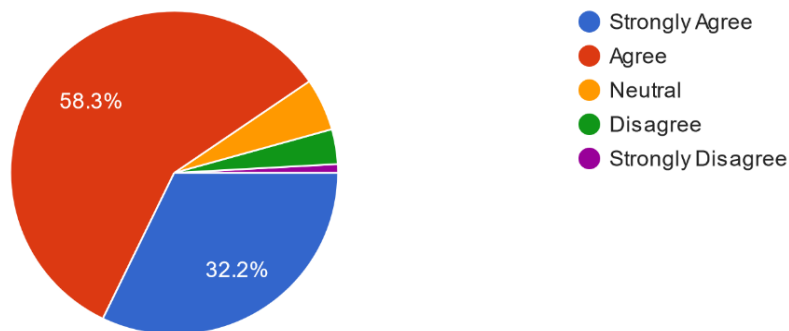
Graph 2.4

Based on the graph 2.4, it showed that EEGAFI Senior High School Students started to worry when making mistakes in speaking English in their classes, therefore it could influence them to encounter language anxiety. It was proven by 74.8% of students agreed with the statements. The agree score was higher than the strongly agree, neutral, disagree, and strongly disagree score, which the scores were 14.8% for strongly agree, 7% for neutral, 3.5% for disagree, and 0% for strongly disagree.

Graph 2.5

Based on the chart 2.5, it showed that EEGAFI Senior High School Students embarrassed when making mistakes in speaking English in classes, therefore it could influence them to encounter language anxiety. It was proven by 71.3% of students agreed with the statements. The agree score was higher than the strongly agree, neutral, disagree, and strongly disagree score, which the scores were 14.8% for strongly agree, 11.3% for neutral, 2.6% for disagree, and 0% for strongly disagree.

Graph 2.6

Based on the chart 2.7, it showed that EEGAFI Senior High School Students start to panic when they must speak English in their classes without preparation, therefore it could influence them to encounter language anxiety. It was proven by 58.3% of students agreed with the statements. The agree score was higher than the strongly agree, neutral, disagree, and strongly disagree score, which the scores were 32.2% for strongly agree, 5.2% for neutral, 3.5 % for disagree, and 0.9 % for strongly disagree. Given this, the majority of students claim that they would feel anxious about speaking in front of their classmates in English if they hadn't prepared.

Legend:

WM= Weighted Mean

DE= Descriptive Equavalent

Scale Range

5 4.21-5.00 Strongly Agree (SA)

4 3.41-4.20 Agree (A)

3 2.61-3.40 Neutral (N)

2 1.81-2.60 Disagree (D)

1 1.00-1.80 Strongly Disagree (SD)

Table 1.0

Questionnaire Items and Senior High School Students Responses in Language Anxiety Perceptions and Experiences

Statements	5	4	3	2	1	Total	WM	DE
1. I feel so nervous when I speak English in our class.	25	77	9	3	1	467	4.06	A
2. I tremble when our teacher surprisingly called us individually in English speaking classes.	40	61	9	4	1	480	4.17	A
3. I never feel quite sure of myself when I am speaking English in our class.	15	81	14	5	0	451	3.92	A
4. I feel anxious when all my classmates looking at me whenever I speak English in front of them.	38	68	5	3	1	484	4.20	A
5. I start to worry about making mistakes in speaking English in front of my classmates.	17	86	8	4	0	461	4.00	A
6. It embarrasses me when I make mistakes in speaking English in our class.	17	82	13	3	0	458	3.98	A
7. I start to panic when I have to speak English in our class without preparation.	37	67	6	4	1	480	4.17	A

In respect of this, it has been shown that Language anxiety is caused by seven distinct outcomes in English-Speaking Classes. Most of the questions which have been answered by the respondents significantly responded with the scale of "agree". This means that there is this existence of phenomenological problems that arouse in speaking English of Senior High School Students, however, this phenomenon could be resolved in many ways and this would be discuss below.

Bar Graph 1.0

HOW TO HELP STUDENTS EXPERIENCING LANGUAGE ANXIETY? (Select only the language anxiety easing techniques that you prefer)

115 responses
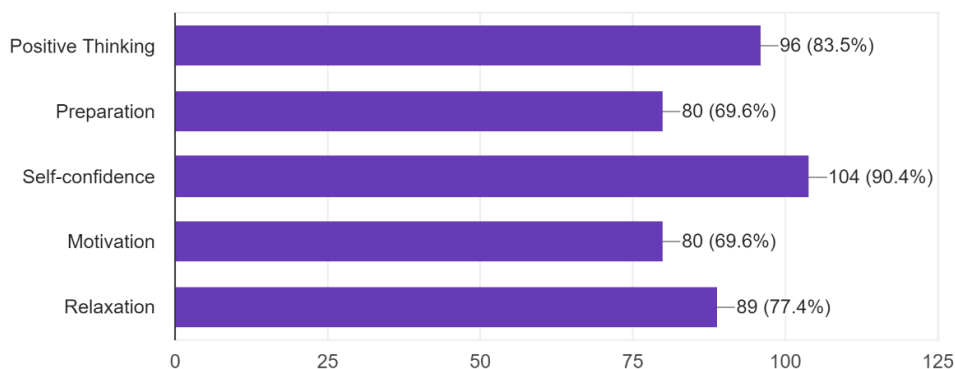
According to the bar graph above, out of 115 respondents, 104 (90.4%) of EEGAFI Senior High School Students selected self-confidence as one of their most preferred reducing language anxiety approaches. On the other hand, 96 (83.5%) of respondents selected Positive Thinking as one of their preferred reducing language anxiety. Following the others, there are 89 (77.4%) chose Relaxation, and 80 (69.6%) chose Preparation and Motivation as one of their preferred reducing language anxiety approaches.

This illustrates that EEGAFI Senior High School most preferred having Self-confidence as their easing techniques in reducing Language Anxiety.

Table 1.0

Tips on how to reduce Language Anxiety

1.Practice speaking English Language every day with your friends, family, or classmates.	20
2 Accept making mistakes when speaking English in class.	6
3. Stay focused	8
4. Be confident	17
5. Don't be afraid	3
6. Be calmed	3
7. Be positive	23
8. Be prepared	8
9. Be motivated	5
10. Relax your mind and body.	14
11. Believe in your self.	8
Total:	115

Based on the findings, there are 11 tips that EEGAFI Senior High School Students gave in helping how to reduce Language Anxiety.

DISCUSSIONS

Language anxiety Students' efforts are hindered by foreign language fear, which also lowers confidence and slows the acquisition process.

The findings from this study suggests that in order to identify the reasons causing students' language anxiety in speaking class, the researchers used a survey questionnaire. Students' fear of making mistakes, fear of evaluation, lack of

confidence, communication apprehension, and poor quality teaching were the five things that caused language anxiety in speaking class. Each element that contributed to pupils experiencing linguistic anxiety has a unique set of symptoms and traits. By included questions on each factor's symptoms and traits in the questionnaire, the researcher looked into the elements that contributed to students' linguistic anxiety.

Based on the findings, the researchers found that students would feel less anxious when they have lack of confidence and positive thinking, since students selected these as their preferred easing techniques in reducing Language anxiety (see bar graph 1.0). However, students also send some tips on how to reduce language anxiety (see table 1.0). First is, be positive. Out of 115, 23 of respondents said that being positive when speaking English in class will help reduce Language Anxiety. Second, practice speaking English every day. Out of 115, 20 of respondents (see) said that practice speaking English language every day with your friends, family, or classmates helps you to master speaking English in class. Third, be confident. Out of 115, 17 of respondents (see) said that being confident or having confidence when speaking English in class will help in reducing language Anxiety. Fourth, relax your mind and body. Out of 115, 14 of respondents said that when relaxing your mind and body will also help to reduce Language Anxiety. On the other hand, students also send some tips on how to reduce Language anxiety. Stay focused (8), be prepared (8), and believe in yourself (8) when speaking English in class will help in reducing Language anxiety. It showed that out of 115, 24 of respondents choose these as their reducing techniques (8+8+8=24). Additionally, accepting mistakes when speaking English in class will help you in reducing language anxiety, since it makes you confident. It showed that out of 115, 6 of respondents have send this as their reducing techniques in Language Anxiety. On the other hand, being motivated (5), being calmed (3) and don't be afraid (3) are also was sent by the students as their techniques in reducing Language Anxiety. Out of 115, 11 students choose these techniques (5+3+3=11).

CONCLUSION

The findings of the present research are likely to support other studies, by asserting that foreign language anxiety is a common debilitating feeling which affects students in a variety of ways.

Factors of Language Anxiety were identified from students' reported anxiety experiences, including lack of confidence, poor quality teaching, fear of negative evaluation, fear of making mistakes, and communication apprehension. In this study, student surveyed demonstrate that speaking English in the class is a fairly stressful activity. Additionally, several of these factors have been reported in previous research.

This finding is similar to Dita Anggraeny1, Iskhak Said2, R. Bunga Febriani3 in Galuh University study that the causes for Chinese students' anxiety in oral English lessons, where 5 factors that causes Language anxiety of EEGAFI Senior High School

Students, (e.g., lack of confidence, poor quality teaching, fear of making mistakes, fear of evaluation, and communication apprehension) were identified. To summarize, the researchers prove that Language anxiety is a result of the five factors in speaking English in class. However, according to the respondents, having the techniques being discussed above will help the senior high school students to overcome Language Anxiety that hinders them in speaking English in class. Additionally, Literature was reviewed to shed light on researchers that have been conducted earlier in the same area to validate the study and to build up what has already been done. The Senior High School Students in ECT Excellencia Global Academy Foundation, Inc., can use this research as a forum to share general and specific ideas about Language Anxiety.

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