Frequency and Usefulness in Practicing English Outside Classroom towards Speaking Anxiety in English Education Students

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Abstract

There are still many gaps or problems that occured in students' Speaking English learning activities, especially in activities for learning outside the classroom. In this case, the researcher is interested in exploring the relationship between the frequency and usefulness of students who studied English outside the class room on their level of anxiety. There are still not many researchers who pay attention to this field. In this study, researchers used descriptive quantitative methods to draw correlations between these aspects that influence each other. The type of the instruments that used in this research were FLCAS (Foreign Language Class Anxiety Scale) questionnaire and the Frequency & Usefulness of the Out-of-class Activities. The results show that the average frequency of learning to speak English outside the classroom is 3, while the average value of learning to speak English outside the classroom is 3.31. On the other side, the anxiety value is indicated by the total number of students having a moderate anxiety level of 42.5%. The significance of correlation of the frequency and usefulness of students that studying outside class hours on the level of students' speaking anxiety is not very significant. Although, these three aspects have a fairly good value. This research is still limited to a quantitative design. Future research is expected to be able to continue with a different design in order to gain new results.

Keywords: *Speaking Anxiety, practice English outsideclassroom, college student.*

Abstrak

Berbicara Bahasa Inggris pada dasarnya masih banyak terjadi kesenjangan atau permasalahan yang terjadi dalam kegiatan belajar Bahasa Inggris pada mereka, khususnya pada kegiatan atau dukungan pembelajaran di luar kelas. Dalam permasalahan ini, peneliti tertarik untuk menggali lebih dalam seputar keterkaitan antara frekuensi dan kegunaan mahasiswa yang melakukan pembelajaran Bahasa Inggris di luar kelas terhadap tingkat kecemasan mereka, spesifiknya adalah pada kegiatan belajar di luar jam kelas. Peneliti ingin mengetahui, yang kita ketahui masih belum banyak peneliti yang memberikan perhatian pada hal ini. Pada penelitian kali ini, peneliti menggunakan bentuk metode kuantitatif deskriptif untuk menggambar korelasi antara aspek-aspek yang saling memengaruhi satu sama lain tersebut. Instrumen yang digunakan adalah kuesioner *FLCAS (Foreign Language Class Anxiety Scale)* dan *Frequency & Usefulness of the Out-of-class Activities*. Hasil menunjukkan bahwa, frekuensi pembelajaran berbicara Bahasa Inggris di luar kelas menunjukkan angka rata-rata 3 sedangkan nilai rata-rata kegunaan belajar berbicara Bahasa Inggris di luar kelas menunjukkan pada angka 3,31. Di sisi lain nilai kecemasan ditunjukkan dengan total terbanyak mahasiswa memiliki tingkat kecemasan menengah sebesar 42.5%. Signifikansi korelasi dari frekuensi dan kegunaan mahasiswa belajar di luar jam kelas terhadap tingkat kecemasan berbicara Bahasa Inggris mahasiswa tidak terlalu signifikan. Walaupun ketiga aspek tersebut memiliki nilai yang cukup baik. Penelitian ini masih terbatas pada desain kuantitatif.

Kata Kunci: *Kecemasan Berbicara, belajar di luar jam kelas, mahasiswa.*

INTRODUCTION

A prospective English educator has to master English either implicitly or explicitly. Basically, if prospective English educators cannot master English, then the knowledge transferred to students has the potential to not be maximized and even hampered. All basic skills must be mastered including writing, reading, listening, and

speaking skills are no exception. One of the most important skills is speaking. This is in line or stated with the results of Torky's research (2006) which states that speaking skills are the language or communication skills that are most often used by people, and is also supported by the statement from Rivers (1981) which states that speaking activities are activities that used twice as much or more intensely when compared to reading and writing activities in a communication. Speaking speaking is basically an activity that involves both productive and receptive skills. As a skill in other words productive, a speaker will produce and use language through expressing ideas and at the same time trying to convey those ideas or messages, namely the process of giving messages or encoding processes so that speaking is a skill that should not be missed for prospective educators because when carrying out learning activities, of course, it can not be separated of communication. The use of English communication when teaching English subjects will have an impact on students' activities and vocabulary absorption. Therefore, the basic skills of speaking English are absolute to be mastered by a prospective English educator.

However, it is unfortunate that from language performance skills, speaking becomes the main effect or impact of language learner anxiety. As stated by Byrne (1984:8), oral communication is a two-way type of process between the listener and the speaker. So that there are still many educators who experience some obstacles in the process of learning foreign language speaking skills. As stated by Young (1990), that learning to speak a foreign language is considered by students to be the most worrisome learning experience. Occhipinti (2009) stated that speaking activities/tasks are a little stressful activity because it creates anxiety that they will worry about being 'overexposed' in front of others so that they have the potential to make mistakes that can threaten students' self-esteem. Several studies have also identified that there are some/several reasons that can cause students' anxiety in speaking, for example Iftimie (2006) explains that one of its factors that influence students' anxiety in speaking is the fear of negative evaluation. In addition, according to Price (1991) anxiety in communication faced by students can come from past experiences. So with this anxiety factor, sometimes English learners prefer to avoid speaking because they are not ready, not interested, or don't want to express themselves. Togatorop (2009) has identified that students who prefer to be silent in learning English as a Foreign Language (EFL) classes are due to their inability to manage their emotions, lack of confidence in delivering material, including nervousness in appearance, shyness, lack of motivation, and lack of motivation. boredom. Most anxiety stems from feeling alienated in the classroom, from a lack of self-confidence/because the students are afraid of their communication (itself) (Daly, 1991), in fact most studies of anxiety about language learning situations seem to be related to the spoken aspect.

However, actually speaking English skills cannot be avoided by English learners because it is an absolute thing that must be faced and learned by them. It takes effective learning to change it. As stated by Farington et al (2012), he states that learning effectiveness occurs when students want to learn, then think, then generate meaning, and try to generalize and contextualize their knowledge/insight for their own use. Currently, there are also many types of learning outside formal learning hours that can be used to improvise skills. Informal/outside class learning itself is now or currently recognized/identified as much broader than formal/class-hours learning. So, the majority of the learning carried out by learners can be informal/outside class hours and carried out without the help or support of educational institutions (Williams, 1993). Informal/outside class hours learning or outside of formal learning hours which can also encourage students' ability to learn to reduce anxiety, for example the media that is currently used quite often, namely podcasts. According to research by Harika Hamzaoğlu & Zeynep Koçoğlu (2016), it was found that students who learn to use podcasts can have lower speaking anxiety than students who do not do it at all. In addition, it can also take advantage of learning outside formal learning hours through short films. As the statement from Louw (2006), he said that there is none of doubt that short films/movie which authentic can be used as a medium to improve students' skills of speaking in learning English. Even Louw (2006) also adds that short films which authentic present more natural language than that found in written books, interesting visual context helps understanding/the way student to understand and students like things like that. This means that by presenting the correct and actual use of English, it can support/help students to learn better about how the way to be a good speaker.

The current research is designed in part to add insight and even correct the shortcomings of previous research on Speaking Anxiety about the context of English as a foreign language and more broadly to seek to contribute in the Field of Teaching Speaking Skills to develop speaking anxiety awareness among English

Learners in an English context to communicate in general. In this study, the researcher also followed the indications of learning to speak English that were found by previous researchers, Scarcella and Oxford (1994) and Florez (1998), namely: 1) an indication of a conflict or a problem between one's accuracy and fluency when speak or speak in English, 2) there is an indication of a person's lack/lack of self-confidence in speaking or speaking in English, and 3) an indication of a person's problems in pronunciation and pronunciation in English. These points then become the reference and background for researchers in carrying out this research activity where researchers want to conduct further research to find the 3 research indicators in respondents and correlate them with the side of learning outside of school on the level of a person's problem in speaking English. English for English education department students at University of Muhammadiyah Gresik. Meanwhile, this research was carried out/conducted in the context of students of the English Education Department Study Program at the University of Muhammadiyah Gresik who had taken speaking course.

Regarding to the explanation above, here the researcher will try to answer these three questions:
1. What is the level type of speaking English anxiety among English Education Department students at Muhammadiyah Gresik University?
2. What are the student's frequency and usefulness about practice English outside clasroom?
3. Is there a correlation among anxiety, frequency, and usefulness in practicing English outside classroom?

Therefore, with some considerations about anxiety, this anxiety is very interesting to be a research variable in this research/study.

METHOD

In conducting this study, the researcher emphasizes the use of descriptive quantitative methods to determine the numerical significance of the participants in this study which is then interpreted with supporting descriptions. Therefore, the researcher wants to show the significance in the form of valid data that has been processed and has been interpreted based on each scale. This research uses a descriptive quantitative method. By using descriptive analysis, the researcher is expected to be able to describe or explain the current condition of the speaking anxiety level of an English learner and its significance to the frequency and usefulness of using English by students in the English Department, Muhammadiyah University of Gresik. While the quantitative method here is used by researchers to measure numerical data that has been collected by researchers.

1.1 Population

Population, namely all elements as a source of data in certain studies where the population usually has a large and wide number (Azwar, 2016). This population will provide a fixed picture of various events, but with a large number, a lot of variation, and a large area (Yusuf, 2014). The population in this study is college students of 2nd until 8th semester of English Education Study Program Department at the University of Muhammadiyah Gresik. The total sample for this research is about 87 students from 152 the total population.

1.2 Sample

The sample is a part of humans, events or objects that represent the population (Yusuf, 2014). The sample can be determined independently based on the consideration of objectives, problems, methods, hypotheses, and research instruments, in addition to considerations of cost, time, and energy are also taken into consideration (Azwar, 2017). In this study, sampling used a simple random sampling technique which was carried out randomly without regard to the strata in the population (Azwar, 2017). The sample or population of this research are the 87 students of Muhammadiyah Gresik University (2nd, 4th, 6th, and 8th semesters).

2. Instrument

The main instrument that used for this research is the questionnaire that designed to investigate about students' reported using English outside classroom and their speaking anxiety.

2.1 Learning Frequency and Usefulness Outside Classroom

This study uses a research questionnaire adopted from Hoi's research (2017). Respondents were asked to rate the frequency and usefulness of the 15 suggested tasks/activities in design of a 5-point Likert Scale. An open-ended question was also involved to find other activities that not included in the type of the questionnaire.

2.2 Speaking Anxiety

The speaking anxiety questionnaire used in this study was adopted from a previous researcher, namely Young (1990). Regarding to the original questionnaire, it asked students to fill in the statements with a choice/an option of answers between agree or disagree with a total of 24 items presented related to speaking anxiety. These agree and disagree options were then converted into a 5-point Likert scale.

2.3 Data Collection

The data is the population of Muhammadiyah Gresik University student (2nd, 4th, 6th, and 8th semesters). Furthermore, the data collected from the participants can be described and presented by the researcher through or via a statistical formula in the form of a descriptive explanation. In this study, the significance of the frequency and usefulness of using English on anxiety was intended to be able to see the correlation between several anxiety factors experienced by English learners in the English education study program at the University of Muhammadiyah Gresik. Data were also collected by/using the FLCAS (Foreign Language Class Anxiety Scale) for the level of speaking anxiety which was adapted and an open questionnaire based on Young's (1990) and Frequency & Usefulness of the Out-of-class Activities. This test has a reliability of 0.74 where the test instrument is classified into the reliable category.

3. Data Analysis

In conducting data processing, the researcher used SPSS software IBM 25th to calculate the frequency and usefulness level between speaking anxiety and the use of learning English outside the class hours. with the use of SPSS is expected to produce valid data and minimal errors so that the results obtained by researchers can be interpreted relevantly to the data that has been processed. In this case, the calculation technique used by the researcher is a multivariate linear regression technique to see the significant effect between frequency and usefulness of learning outside the classroom on the aspects of speaking anxiety. The researcher here wants to examine about the effect of variable x on variables y1 and y2.

D. Result and Discussion

The Level of Speaking Anxiety

After generating the whole data, then the results showed that there were 5 categories for the level of speaking anxiety. The five different levels of speaking anxiety, among others, start from very low, low moderate, high, and very high levels. The results statistically in the table show that there are various levels of types of speaking anxiety that are occurring in the participants. From 87 respondents who were selected, as many as 3% of respondents had a very high-level/category of anxiety in speaking. 22% of participants with a high-level anxiety in speaking category, and 37% of participants are those who have a medium type level of anxiety in speaking category. 15% of respondents were included into the category of low anxiety level, and 10% of respondents have a very low level of anxiety. It can be generated that, the majority of the contributed respondents experienced anxiety in speaking at an intermediate level and 3% of respondents had a high level of anxiety.

The Frequency of Practicing English Outside Classroom

Based on Table 1, among the 15 suggested activities, "Watch movies/ DVDs/ VCDs/ Youtube", "Surf the internet", and "Speak with other students" were the most 3 frequently selected by students.

It is seen that the highest is "surf the internet", this can be evidence that ease of access will provide a high level of use.

Table 1. Average Frequency Out-of-Class Activities

Frequency	Average
Watch movies/ DVDs/ VCDs/ Youtube	4,39
Surf the internet	4,34
Speak with other students	3,72
Play games	3,26
Read academic books and articles	3,16
Read novels	2,99

Watch TV programs	2,78
Speak with foreigners	2,59
Participate in English clubs	2,55
Write emails	2,25
Read newspaper and magazines	2,22
Write to pen-pals	1,99
Chat on Facebook	1,94
Listen to the radio	1,93
Total Average	**3**

From the data, it can be generated that students have a good frequency in the activities of "Watch movies/ DVDs/ VCDs/ Youtube", "Surf the internet", and "Speak with other students", "Play games", and "Read academic books and articles". In activities such as "Read novels", students almost have a fairly good frequency. Then, on activities such as, "Watch TV programs", "Speak with foreigners", "Participate in English Clubs", "Write emails", "Read newspapers and magazines", "Write to pen-pals", "Chat on Facebook", and "Listen to the radio" is the selected activity with a less high-frequency level.

From this, it can be interpreted that the activities with a low-frequency level are activities that have several factors that underlie students to choose them with a low frequency, such as poor access levels/requires more effort, target platform users, as well as alternative more sophisticated information tools which are then more used. Such as the "Chat on Facebook" activity where currently more students chat through other alternative platforms. As is the case with "Listen to the radio", which is nowadays more of a podcast platform as well as other audio visuals. The average level of the overall activity frequency has shown at number 3, which can be interpreted as the student's average activities frequency level being at a moderate or sufficient level.

The Usefulness of Practicing English Outside Classroom

The respondents were confronted about the usefulness of the 15 suggested tasks in learning English. It showed from Table 1 that "speak with other students", "surf the internet", "watch Youtube", "read academic books and articles", and "speak with foreigners" are the activities which are the most useful according to their respective perceptions. each respondent. In general, respondents tend to be more inclined to interactive activities, namely "speak with others or other students", most of the most perceived useful tasks involve face-to-face type of communication. On the other hand, respondents' choices were also followed by "surf the internet" and "watch Youtube". In this case, of course, the level of accessibility is a factor that cannot be separated from the respondents.

Table 2. Average Usefulness Out-of-Class Activities

Usefulness	Average
Speak with other students	4,03
Surf the internet	4,00
Watch movies/ DVDs/ VCDs/ Youtube	3,83
Read academic books and articles	3,82
Speak with foreigners	3,75
Read novels	3,53
Participate in English clubs	3,49
Play games	3,20
Read newspaper and magazines	3,08
Watch TV programs	2,99
Write to pen-pals	2,79
Listen to the radio	2,71
Write emails	2,68
Chat on Facebook	2,46
Total Average	**3,31**

At the level of usability, the students preferred the activities "Speak with other students", "Surf the internet", "Watch movies/ DVDs/ VCDs/ Youtube", "Read academic books and articles", "Speak with foreigners", "Read novels", "Participate in English clubs", "Play games", and "Read newspapers and magazines" with a high level of usefulness in providing usability. This is inseparable from the ease of access, considering that the students who are the target of this research are students with an English education background. So, then the first activity

that is considered useful is "Speak with other students", this can happen because the student circle is English students so it provides easy access to direct communication activities with fellow students. This is followed by "Surf the internet" and "Watch movies/ DVDs/ VCDs/ Youtube" activities as the next most useful activity after "Speak with other students", this can happen because of the accessibility level that is easily accessible at this time.

Then, on "Watch TV programs", "Write to pen-pals", "Listen to the radio", "Write emails", and "Chat on Facebook". The students chose them as activities that had a level of usability that was less than sufficient so some of these activities were categorized as activities with a low level of usefulness. This can occur due to several probabilities, such as media alternatives that are easier to reach and also target users that are not suitable, or functions that are not used very often. The total average usability of these activities shows a score of 3.31 where these activities have good average usability.

The Student's Level Anxiety

Regarding to the data that has been obtained, 11.5% of respondents have a very low level of anxiety. 17.2% of respondents fall into the category of low anxiety, 42.5% of participants have moderate levels of anxiety, 25.3% of participants in the category of high anxiety, and 3.4% of other respondents have very high levels of anxiety. It can be seen that 87 students of English education at the University of Muhammadiyah Gresik, who in this case have contributed to being respondents, have the highest anxiety level of 3%.

Table 3. Student's Anxiety Level

Level of Anxiety	Frequency	Percent
Very High	3	3.4%
High	22	25.3%
Moderate	37	42.5%
Low	15	17.2%
Very Low	10	11.5%

Based on the average category, the level of student anxiety about 3 aspects of anxiety such as "Activity task", "Speaking Errors", and "Preparedness" has an average index of 4 in each aspect, where on average the respondents or participating students have a low level of speaking anxiety. eferring to the results of the data obtained, the average student of English Education at the University of Muhammadiyah Gresik has a moderate or not too low level of anxiety. As in previous research, as many as 65% of second-year students at State University of Padang have a high level of speaking anxiety. In this case, the sample taken by the current researcher is semester 2, 4, 6, and 8 students so the experience of the respondents is not only 2 years but more. In this case, it can be seen that students who have high and very high levels of speaking anxiety are 25 in line with students who have low and very low levels of speaking anxiety, which are also 25.

In previous studies, there were no results that were consistent with this study of speech anxiety. In a previous In a study that conducted by a researcher that is Santriza (2018), she researched about anxiety in speaking towards second-years students at SMA 5 Banda Aceh. Other studies that were also conducted by Hamad and Ghali (2015) where in their research they showed results that did not have the same results as the current research. By testing 279 Gaza EFL (pre-service) teachers, they discovered that most of the participants felt high anxiety when they had to speak English, and the level of anxiety increased when participants did not prepare what they were going to talk about or convey. There is also research that has been done by Karya Debreli and Demirkan (2015). In a previous study, they conducted directed at 196 students which were out of a total of 350 students that enrolled at the English Preparatory School of a university (in Cyprus), from the results it was found that students in the program generally only experienced a relatively low-level of speaking anxiety. Then, the descriptive results of the research also showed data that more than a half of the respondents they studied were included in the category of low speaking anxiety levels. Then, a study conducted by Toth (2009) that also showed the results that most of the participants/respondents who were in the first year of majoring in English at a university only had a slight level of anxiety in speaking that they experienced.

The Correlation Between Frequency and Usefulness of Practicing English among Student's Anxiety

In the data obtained from the following table, there are two significances between Frequency and Usefulness of student learning outside class hours on 3 aspects of speaking anxiety, namely "Activity task", "Speaking errors", and "Preparedness". In the correlation results that have been tested, the data that has been processed shows that two aspects of student speaking anxiety have a significant level on the frequency and usefulness of student learning outside class hours.

Table 4. Correlation between Outside Classroom and Speaking Anxiety

Source	Dependent Variable	Sig.
Frequency	Activity Task	0.014
Usefulness	Preparedness	0.026

Source: IBM SPSS 25

Activity task has a significant effect or impact on the period of learning English outside the classroom. Therefore, this can be a factor in the level of anxiety of someone who is active outside the classroom will also have an effect. In addition, on the aspect of frequency, several sub-aspects of anxiety such as speaking errors and preparedness did not have a significant impact on it. As for usefulness, the level of significance is in preparedness. On the other hand, activitytask and speaking errors have no effect on the usefulness aspect. Therefore, in this aspect it can be said that the more students have a level of preparedness, the more it will affect the level of usefulness of learning outside their class hours.

As for other things that are not correlated, among others, the frequency of task activities, speech errors, and the readiness of a student. In the Usefulness of learning English in the classroom, it was found that 2 of them were also uncorrelated, namely the activity task and the readiness of a student. This is then in line with what was described by Horwitz (1986), he said that a teacher and student can strongly feel that anxiety is a significant obstacles to be overcame in the process of learning to speak another language.

The research conducted on the frequency and usefulness of learning English on students' speaking anxiety is expected to be a reference for future research, especially those that are directly related to research on the frequency and usefulness of learning activities outside of school hours as well as the level of speaking anxiety in students. The results obtained at this time are new results, whereas in previous studies regarding the level of speaking anxiety in respondents there were various types, namely research with low levels of speaking anxiety and results with high speaking anxiety levels. In addition, the results obtained in this study can also be the result of updating or improving on previous studies regarding the frequency and usefulness of learning speaking outside the classroom and also speaking anxiety of a student.

E.   Conclusion and Suggestion

This study has several benefits especially for language education researchers. First of all, the result of this study will reveal the impact of frequency and usefulness on learning English outside of school hours. Second, the results of this study can also be an answer to the significance of anxiety levels on students' ability to learn outside school hours (including frequency, and usefulness). All data have been validated by the perceptions of the respondents who were investigated through a distributed questionnaire. Thus, this study provides evidence for the potential for anxiety Basically, the level of significance correlation between the frequency and usefulness of learning activities outside class hours on the level of students' speaking anxiety is not very significant. It can be seen in the tables attached earlier, that not all sub-aspects of student learning activities outside class hours affect the level of student anxiety (speaking errors towards frequency, preparedness towards frequency, activity task towards usefulness, and speaking errors among usefulness). This research was conducted quantitatively, and it is hoped that it can be developed into qualitative research to be able to further explore items that are only written so that they can become a broader description and explore the other side of students' speaking anxiety. The researcher also hopes that the results given in this study can be a reference for future researchers, especially for researchers who want to deepen about students' speaking anxiety and learning activities outside class room.

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