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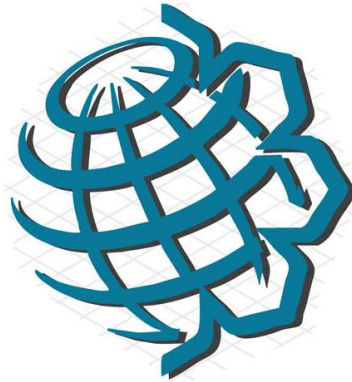
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SUSTAINING GLOBAL DEVELOPMENT GOALS
THROUGH
LANGUAGES, EDUCATION, AND TOURISM

**PROCEEDING OF ILTC 2019
(ENGLISH LANGUAGE)**

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2019

*Sustaining Global Development Goals Through Languages,
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ANXIETY IN ARABIC SPEAKING SKILL AMONG LOWER SECONDARY STUDENTS

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ABSTRACT

Students' academic performance in speaking fluently in a foreign language classroom depends on their confidence or anxiety levels. The study aims to investigate four (4) factors for anxiety, which cause speaking anxiety among students in an Arabic Language classroom at secondary schools. As a preliminary study, total numbers of forty (40) students at the Federal Territory of Kuala Lumpur were selected based on random stratified sampling, to analyse their anxiety in Arabic as their foreign language. The four (4) issues that commonly influence students' achievement are test anxiety, communication apprehension, anxiety in classroom and fear of negative evaluation anxiety. Hence, the researcher investigates this area of anxiety using the established questionnaire of (FLCAS) developed by Horwitz (1986). This study uses SPSS version 22.0 software application to process and interpret the data for the descriptive statistics. The descriptive statistics are the means, standard deviation and percentage, which show the significance of this study. The study will have significant contributions and suggestions for the process of learning of the Arabic language as a foreign language in daily secondary schools. The findings can help the teachers to understand students' anxiety in the process of studying the Arabic Language, especially in Arabic speaking skill at the daily secondary schools and another secondary school in general.

Keywords: Anxiety; Language Anxiety; Communication Anxiety; Arabic Speaking Skill

1. INTRODUCTION

1.1 The Emergence of Arabic Language in Malaysian System of Education

The Arabic Language in Malaysia is one of the foreign languages which are learnt by students at secondary school, especially for the Muslims community. It started before an Independence Day at small institutions which also known as “*Madrasah*” and “*Pondok*” until the present day, at Secondary School. Nowadays, the Arabic Language is a formal subject at Secondary School as a foreign language and an elective subject for those in the religious medium class. Under the leadership of the Ministry of Education Malaysia, many initiatives were taken to improve and empower the Arabic Language as a Foreign Language in Malaysia, especially in the process of education such as replacing new text-book, encourage teaching aids (including the usage of technology), scholarship, and opportunity to further study in the Arabic Language. The process of studying Arabic Language in Malaysia has been going through a long process and has received considerable attention from the government, especially in terms of implementation (Febrian, Lubis, Md Yasim, & Abdul Wahab, 2017).

1.2 The Nature of Arabic Speaking Skill and Anxiety

There are four essential skills learned in Arabic language learning among high school students: reading, writing, listening and speaking. Besides, (Bailey, Onwuegbuzie, & Daley, 2003) states that speaking skills are generally a combination of some real-time, aural, verbal and productive skills. According to (Kuśnierek, 2015) speaking skill designate as a productive skill as it involves the production of one's language.

In explaining the real-time element, (Ahmad, Qasim, & Khushi, 2019) justified it as the other interlocutor is required to wait for a speaker to speak right then, and the speaker cannot subsequently revise his response as he might do in writing. In terms of the productive element, the language is direct outward. In terms of the aural element, the response is interrelated with the input often received aurally, and it is oral because the speech produced orally.

Furthermore, according to (Winn & Olsen, 1997) level of speaking ranging from the highest to its lowest level can be identified one's speech; being able to take apart into text, revelation, clause, phrase, word, morpheme and phoneme. Among these, the text is the highest whereas phoneme is the lowest level of speaking. In circumstances of the level of speaking, (Ahmad et al., 2019) stated success in speaking means being able to communicate, presenting the message accurately, and making the acceptable use of language throughout these levels. For assessment purpose, knowing about these levels helps test maker understand what to expect from test taker's performance.

Anxiety is a very complex topic of discussion, and many aspects are often associated with language learning. Since the 1970s, the study on the consequence of the anxiety in the second language widely done at the West and (Horwitz, Horwitz, & Cope, 1986) have conceptualised angst or apprehension in the process of learning the language as expressing the complexities

of self-observation, beliefs, emotions, and practices identified with the introductory language taken from the emergence of the language learning process.

2. LITERATURE REVIEW

2.1 Anxiety

The researcher (Peter D. MacIntyre & Gardner, 1994) stated that the combination of both, stress and fear contribute to apprehension and uneasiness in learning a foreign language or second language. Also, (Gardner, 1985) state that the leading cause of failure in speaking foreign languages is anxiety. Researchers like (Aida, 1994) and (Phillips, 1992) found on the connection of foreign language anxiety with skills in a foreign language. Furthermore, studies in skills of a foreign language, for instance, listening (Elkhafaifi, 2005), reading (Saito, Garza, & Horwitz, 1999); (Sellers, 2000) and writing (Cheng, Horwitz, & Schallert, 1999) also did.

2.2 Foreign Language Learning Anxiety

Language anxiety is a familiar topic in academic research on education. The language anxiety among students begins to realise when they are unable to communicate effectively and persuasively, regardless of being in or out of the classroom. Previous studies on language anxiety have shown that speaking skills are the most common anxiety among students (Horwitz, 2001), (Tsiplakides & Keramida, 2009) and (Melouah, 2013). Failure to convey the message or meaning in speech activities involving more than one friend is of the causes of language anxiety. According to (Şimşek, 2015) his discussion regarding Foreign Language Anxiety was concluded that it is an emotion that is difficult to explain and complicated. Thus, the results of a literature review indicate anxiety as multidimensional as stated by (P.D. MacIntyre & Gardner, 1991); (Horwitz, 2001) and (Young, 1991).

According to (Young, 1990) foreign language learning study is related to four language skills and as listed here are based on the most recent researches, for example, speaking skill (Leong & Ahmadi, 2017), listening skill (Lili, 2015), writing skill (Daud, N. S. M., Daud, N. M., & Kassim, 2016) and reading skill (Paci, 2018). Many empirical studies of language skills like speaking, reading, and listening adapt the Foreign Language Anxiety Scale (FLCAS) as a guide for studying Foreign Language Anxiety while writing skill adopts Writing Efficacy Scale.

Moreover, (Tóth, 2006) also stated that the study on language anxiety is also present in English as a foreign language; however, at a lesser amount. Hence, for the Arabic language, few studies on it for instance (Elkhafaifi, 2005); study area in learning language strategy (Che Haron, Ahmed, Mamat, Wan Ahmad, & M. Rawash, 2016); study area in technology in teaching Arabic (Abdullahi, Mohamad Rouyan, & Mohd Noor, 2018b); and macro-skills in learning of Arabic (Abdullahi, Mohamad Rouyan, & Mohd Noor, 2018a). The process of education in the second language is challenging and not merely as a native language (Pinter, 2006). There have been studies that have successfully identified some of the

problems faced by learners in learning a foreign language. Similarly, numerous suggestions for better learning processes have been suggested based on the level of skills required by students (Pan & Yan, 2012).

2.3 Research Objectives

This study has objectives that need to be determined which are;

1. To identify the levels of language anxiety in the areas of communication apprehension for Arabic Language learners in speaking the Arabic language.
2. To examine levels of language anxiety in the areas fear of negative evaluation for Arabic Language learners in speaking the Arabic language.
3. To investigate the levels of language anxiety in the areas test anxiety and anxiety in the classroom for Arabic Language learners in speaking the Arabic language.

2.4 Research Questions

There have three research questions need to be answered by this study:

1. What are the levels of language anxiety in the areas of communication apprehension (CA) Arabic Language learners in speaking the Arabic language?
2. What are the levels of language anxiety in the areas fear of negative evaluation (FNE), for Arabic Language learners in speaking the Arabic language?
3. What are the levels of language anxiety in the areas of test anxiety (TA) and anxiety in the classroom (AC) for Arabic Language learners in speaking the Arabic language?

3. METHODOLOGY

3.1. Sample/Participants

This study involves participants who are learning Arabic as a foreign language in the classroom. All participants are selected based on data provided by JPWP KL (Jabatan Pelajaran Wilayah Persekutuan Kuala Lumpur/Kuala Lumpur Federal Territory Education Department). The probability sampling employs in this study aims to achieve a significant result and receive non-biased data. The sample of the population selection method, which is base on stratified sampling methods according to the data obtained from valid source data. The participants were 40 students consisting of male individuals from form one (N = 10), female individuals from form 1 (N = 10), male individuals from form 2 (N = 10), and female individuals from form 2 (N = 10). This proportion of samples is intended to provide a significant and non-biased effect on gender.

3.2 Instrument(s)

The set of the questionnaire used in this study has two different sections, namely Section A and Section B.

3.2.1 Section A: Demographic Background

This section includes the demographic information of the respondents, which tells about the representative's age, gender, school, years of learning the Arabic language, hours in learning the Arabic language per week for each class.

Table 1: *Demographic data about the age of participants*

Age of Student				
	Frequency	Percent	Valid Percent	Cumulative Percent
13 years	20	50.0	50.0	50.0
14 years	20	50.0	50.0	100.0
Total	40	100.0	100.0	

Table 2: *Demographic data about the gender of participants*

Gender of Participant				
	Frequency	Percent	Valid Percent	Cumulative Percent
Male	20	50.0	50.0	50.0
Female	20	50.0	50.0	100.0
Total	40	100.0	100.0	

Table 3: *Demographic about the time of learning Arabic in the Classroom*

Time Learning Arabic in Classroom				
	Frequency	Percent	Valid Percent	Cumulative Percent
Less than 3 hours per Week	12	30.0	30.0	30.0
3 hours per Week	9	22.5	22.5	52.5
More than 3 hours per Week	19	47.5	47.5	100.0
Total	40	100.0	100.0	

3.2.2 Section B: Set of Questionnaire (FLCAS)

The second questionnaire was a set of the questionnaire developed by (Horwitz et al., 1986) also known as the Foreign Language Anxiety Scale instrument (FLCAS). It is used by researchers (Horwitz et al., 1986) to assess their students' level of concern in Spanish as a foreign language in classroom learning. Therefore, the researcher uses this questionnaire for the study of anxiety in Arabic speaking skills as a foreign language in this study. Such decision was due to the items in this questionnaire are very authoritative and have been used extensively in previous researches on the same concern; in speaking foreign languages and extended to various languages. Besides, in this study, words for foreign languages is changed to Arabic, enabling the researcher to collect sufficient data and facilitate participants in responding to the survey.

This set of questionnaires were developed by (Horwitz et al., 1986) and had 33 items. It was tested using the Likert scale as a measuring tool. The scale was constructed using

numbers to facilitate participants to answer and choose the answers accordingly, starting with a scale of 1 that “strongly disagree”; scale 2 indicates “disagree”; scale 3 indicates “not sure or unknown”; scale 4 indicates “agree”, and scale 5 indicates “strongly agree”. The set of questions posed in this questionnaire identifies four primary constructs of communication, communication anxiety, test anxiety, and fear of negative assessment in a foreign language class.

Table 4: *Variables distribution in the instrument*

Set of Questionnaire (FLCAS)		
	Frequency	Number of Items
Communication Apprehension (CA)	8	1,9,14,18,24,27,29, 32
Test Anxiety (TA)	5	2,8,10,19,21
Fear of Negative Evaluation (FNE)	9	3,7,13,15,20,23, 25, 31,33
Anxiety in Classroom (AC)	11	4,5,6,11,12,16,17,22,26,28,30
Total	33	33

3.3 Data Collection Procedures

The data collection process took place since early July 2019 with 40 participants consisting of 20 randomly selected male and female students. They were between the ages of 13 and 14-year-old who learn Arabic as a foreign language in the Daily Secondary School Religious Class in the Federal Territory of Kuala Lumpur. They were asked to understand and respond with honesty as their answers will have a significant impact on the research. The researcher tries to make sure the participants understand each question by translating the question into Bahasa Melayu.

3.4 Data Analysis

Researcher analysed descriptively all the answers and reaction received from the participants of the questionnaire. This study approached the Statistical Package for Social Sciences (SPSS), which is version 22.0 software used in analysing the data. The results of the analysis are interpreted unambiguously by observing at the mean and standard deviation of each questionnaire which indicates the anxiety and anxiety of learning a foreign language. The researcher’s findings are then presented in the form of a table to facilitate the presentation and understanding of the results.

4 MAIN RESULT

4.1 Mean

Table 5: *Total of Mean and Standard Deviation distribution FLCAS*

Content of instruments (FLCAS)		
	Mean	Standard Deviation
Communication Apprehension (CA)	3.01	1.05

Test Anxiety (TA)	2.97	2.97
Fear of Negative Evaluation (FNE)	3.12	1.18
Anxiety in Classroom (AC)	3.04	1.04
Total	12.1	6.24

Based on table 5 shown above, the highest average (mean) distribution is the fear of negative evaluation (FNE), having a value of mean (μ) = 3.12. The total number of items for fear of negative evaluation (FNE) variable is the nine (9) items included in this questionnaire. Based on the items in the questions, they show that participants have anxiety problems, such as feeling nervous whenever the teachers asked questions. Besides, they feel humiliated to answer questions voluntarily when asked by their teacher and feel that others can speak Arabic better than they do. Moreover, participants also feel frustrated if they fail to understand the correction described by the teacher and feel ashamed and afraid of being rejected by their classmates. In short, participants felt that they were evaluated and given a poor perception by their teachers and peers in the classroom during their Arabic language learning sessions.

Next, anxiety in the classroom ranked second in the ranking list, having a value of mean (μ) = 3.04. These levels of fear and anxiety in the classroom could potentially cause them to forget what they have learnt. Holistically, they will be scared if they do not know what the teacher is saying in class during the study session. Besides, participants also felt anxious in the classroom even though they had prepared well.

Communication anxiety ranks in the third place, having mean values of (μ) = 3.01. The results showed that participants could feel panicked and anxious when asked to speak or speak in front of other friends without careful preparation. They find it very uncomfortable and self-conscious to talk in front of other classmates. Moreover, participants felt unsure of themselves, in that they presume that they do not have an adequate level of confidence when they want to use and speak the language in the foreign language class. They also feel the need to understand every word spoken by the language teacher in the classroom.

Lastly, the test of anxiety is the lowest, having a mean value of (μ) = 2.97 as compared to the other three types of anxiety. Logically, examinations or tests can cause anxiety and apprehension for the candidates, and in this case, the participants. Nevertheless, anxiety does not happen because no audience is watching them. They only know their test anxiety.

Table 5: Total of Average in Mean and Standard Deviation distribution FLCAS

Instruments of (FLCAS)		
	Mean	Standard Deviation
Communication Apprehension (CA)	3.01	1.05
Test Anxiety (TA)	2.97	2.97
Fear of Negative Evaluation (FNE)	3.12	1.18
Anxiety in Classroom (AC)	3.04	1.04
Total	3.03	1.56

4.2 Items Analysis

Table 6 below shows the findings that show the highest levels of anxiety is fear of negative evaluation (FNE), consisting of a mean value of 3.12. It shows that participants preferred more statement of agreement (SA + A) as an answer than the statement of disagreement (DS + D) based on the percentage in the study findings table. The participants feel anxious and uncomfortableness when they know their teachers and peers evaluate their speaking ability. Statements in the questionnaire reported that participants who choose the statement of an agreement, having the mean value of 3.53 and comprising 80 per cent for item 15. Similarly at items 7, 23, and 33 with the statement consisting of the mean value of 3.50 and 80 per cent.

Table 6: Fear of Negative Evaluation (FNE)

Number of Items	SD	D	N	A	SA	Mean	Standard Deviation
3	12.5	17.5	30.0	22.5	17.5	3.15	1.27
7	10.0	10.0	25.0	30.0	25.0	3.50	1.26
13	17.5	30.0	27.5	15.0	10.0	2.70	1.22
15	2.5	17.5	25.0	35.0	20.0	3.53	1.09
20	22.5	50.0	17.5	7.5	2.5	2.18	0.96
23	10.0	12.5	22.5	27.5	27.5	3.50	1.30
25	2.5	25.0	32.5	25.0	15.0	3.25	1.08
31	22.5	20.0	25.0	25.0	7.5	2.75	1.28
33	10.0	10.0	17.5	45.0	17.5	3.50	1.20
Overall Mean						3.12	1.18

Table 7 below shows the 16th items with the highest average with the mean values recorded at 3.93 and 80 percentage in measuring anxiety in the classroom. It means the test indicates that participants were scared, fearful, apprehensive and worried that they would be ready to present their language skills to the public when the teacher request to do so. This statement further reinforced by a response to item 28, which the mean value being 3.88 and having more than 80 per cent, indicating that participants were feeling uncomfortable and anxious while in a foreign or second language class.

Table 7: Anxiety in Classroom (AC)

Number of Items	SD	D	N	A	SA	Mean	Standard Deviation
4	2.5	17.5	25.0	47.5	7.5	3.28	1.09
5	5.0	7.5	20.0	47.5	7.5	2.70	1.11
6	17.5	45.0	22.5	10.0	5.0	1.48	0.88
11	5.0	17.5	37.5	25.0	15.0	3.58	1.11
12	15.0	30.0	30.0	20.0	5.0	3.40	0.96
16	5.0	15.0	15.0	47.5	17.5	3.93	1.19
17	72.5	12.5	10.0	5.0	0.0	2.40	1.06
22	5.0	12.5	22.5	40.0	20.0	3.58	1.11
26	5.0	12.5	22.5	40.0	20.0	2.48	1.09
28	0.0	10.0	20.0	42.5	27.5	3.88	0.94
30	12.5	20.0	50.0	15.0	2.5	2.75	0.95
Overall Mean						3.04	1.04

Table 8 of finding below explains the communication apprehension among the participants in this study. The highest mean value is item 29, which has a value of 3.50 and 80 per cent. Most participants feel anxious, uneasiness, and scared when they find it difficult to comprehend the words the teacher is saying when interacting in a classroom. It shows that they are very anxious when learning a foreign language because of the misunderstanding and confusion of what the teacher is saying during the learning process. Besides, this is also followed by item 9, which states that participants will begin to feel consternation when asked to speak in front of the teacher without any preparation.

Table 8: *Communication Apprehension (CA)*

Number of Items	SD	D	N	A	SA	Mean	Standard Deviation
1	7.5	27.5	37.5	27.5	0.0	2.85	0.92
9	10.0	7.5	32.5	30.0	20.0	3.43	1.20
14	25.0	17.5	50.0	2.5	5.0	2.45	1.06

18	2.5	20.0	47.5	15.0	15.0	3.20	1.02
24	12.5	25.0	25.0	32.5	5.0	2.93	1.14
27	7.5	15.0	47.5	25.0	5.0	3.05	0.96
29	2.5	20.0	17.5	45.0	15.0	3.50	1.06
32	12.5	27.5	42.5	12.5	5.0	2.70	1.02
Overall Mean						3.01	1.05

Based on Table 9, test anxiety scored the lowest finding score among the other three constructs. However, the majority of participants remained anxious and concerned about learning a foreign language. Item 10 had the highest value of mean in the table of finding below, having a value of 3.75 and 50 per cent chose the statement “agree”, while 22.5 per cent selected statement “strongly agree.” The meaning of statement item 10 is that almost all participants feel anxious, afraid and concerned if they get a result or grade “not to pass” a foreign language class.

Table 9: Test Anxiety (TA)

Number of Items	SD	D	N	A	SA	Mean	Standard Deviation
2	5.0	20.0	40.0	32.5	2.5	3.08	0.92
8	0	7.5	45.0	37.5	10.0	3.50	0.78
10	7.5	5.0	15.0	50.0	22.5	3.75	1.10
19	25.0	17.5	30.0	20.0	7.5	2.68	1.27
21	42.5	32.5	22.5	2.5	0	1.85	0.86
Overall Mean						2.97	0.99

5. CONCLUSION

According to the table of findings, it seems that anxiety in Arabic speaking skills is quite common among students learning Arabic language. This study demonstrates that anxiety levels among lower secondary school students are high and should be taken promptly to reduce anxiety in their speech. Speaking skills is a productive skill in the field of linguistics because it requires confidence and knowledge in practising the speaking skill.

There are many studies on anxiety worldwide that involve many languages since 1970s such as English, Spanish, Japanese and Arabic. However, there are only a few in Malaysia. Based on the researcher's literature review, the studies primarily focused on the study of a foreign language or second language such as English in Malaysia (Rafek, Ramli, & Hassan, 2018) and (Mohamed Noor, Rafek, Megat Khalid, & Mohammad, 2015). Sample of the population in the study on anxiety in the Arabic language only focuses on students at higher education levels such as universities. There is no study done for secondary school students to assess the anxiety level in the Arabic language.

From the psychology point of view, anxiety is reduced able and dealt through some practical ways. For instance, teachers need to be more friendly, use rewarding methods and give encouragement to their students during the foreign language learning process in the classrooms.

Recent studies have shown and reported that students who study a foreign language experience heart palpitations, nervousness, fear of laughter for all types of anxiety. Teachers are encouraged to use methods such as deep breathing, relaxation and positive affirmation among students as they learn foreign language skills. Teacher for foreign language, primarily Arabic language teachers, are also encouraged to use a creative way of teaching such as humour as a way to reduce tension among students in the classroom.

The study concludes that anxiety in Arabic speaking skill exists just like anxiety in any language learned by humans. This research aims to improve the understanding of the level of fearless in Arabic speaking skill among lower secondary students in Kuala Lumpur. Findings indicate that teachers are encouraged to reduce anxiety levels in the education process of a foreign language, such as Arabic as a second language. Based on the findings, students' academic achievement in speaking skills could be enhanced by reducing their level of anxiety. Hence, anxiety, fear, uneasiness and nervousness will diminish and cause the learners to grow in confidence when delivering a speech in a foreign language either in or out of the classroom, including the Arabic language.

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