

Investigating of Speaking Anxiety through Job Interview Simulation for High School Level Students at Thammislam Foundation School, Nonthaburi, Thailand

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Investigating of Speaking Anxiety through Job Interview Simulation for High School Level Students at Thammislam Foundation School, Nonthaburi, Thailand

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ABSTRACT

The purpose of this study journal is to look at the numerous element factors that influence English speaking anxiety among language learners. The study uses qualitative approaches such as interview to examine the factors of Speaking anxiety using a Job interview simulation for the students. The outcomes of this study will help language learners have a better understanding of English language acquisition and will provide effective ways for dealing with their anxiety. Speaking anxiety is a widespread and significant problem that affects language learners all over the world. It also investigates the negative impacts of speaking anxiety on students' oral proficiency, fluency, and communicative competence. Finally, it offers ways for reducing speaking anxiety and creating supportive learning settings that enhance learners' confidence and skill in speaking the target language for educators and language practitioners. Understanding and dealing with speaking anxiety are important elements in maximizing language learning experiences and improving learners' communication.

Kata Kunci

Speaking, English, Anxiety

INTRODUCTION

English has grown as a worldwide lingua franca, allowing people to communicate across cultures and international borders. Proficiency in English has become a useful talent in a variety of fields, including education, job, and social relationships. The purpose of this study is to shed light on the difficulties and achievements encountered by language learners in acquiring and developing spoken English abilities. Every day, individuals are exposed with a range of situations or events that might cause anxiety to arise. Anxiety is a natural reaction that everyone might feel in the face of potentially scary or harmful conditions.

Students lose attention, panic, feel apprehensive, and go blank even when they are frightened. However, if the anxiety is extreme and out of proportion to the threat, it might result in a condition that impairs an individual's ability to go about their everyday lives normally. The researchers saw a large proportion of pupils who were frightened, afraid, unsure, or ashamed, among other things.

When given the chance to communicate and express themselves in English, they lose attention and have a lack of vocabulary, grammar, and pronunciation.

In front of a vast crowd, Anxiety may have a beneficial or detrimental influence on one's learning process. Anxiety can impair learning quality by interfering with the learner's intellectual and psychological well-being. Anxiety, on the other hand, may boost pupils' drive to study by instilling a feeling of urgency. Their anxiousness has a substantial impact on their mastery of the English language.

Language learners and educators, like student, nowadays has an anxiety to speak english because the amount of negative thinking that they will fail will compromise their speaking. By using job interview simulation, they can train to overcome their anxiety to speak freely in english language. Plus, job interview also important to them in order to find a job after their graduate, especially if they targetting a higher job position, for example abroad jobs executive nation, etc. However, many students find it difficult to speak English in a discussion or in front of a group of people. precisely a consequence of that, they are unmotivated to engage in the educational process. Some symptoms show that students are unmotivated to engage in speaking class. When the professor invites the students to make the speech, they appear reluctant and lack confidence.

Based on (Rozakis, 1999), There are the top ten motives why people shy away from speaking in front of an audience. They refrain from speaking in front of audiences because they are afraid of being mocked by their peers, have poor timing, are embarrassed, nervous, are afraid of their accent, have a physical disturbance, have poor memorizing, and are overly concerned with the audience's attention. Even in public discourse, the majority of learners who speak in class do it for the same reasons.

Speaking anxiety is one of the emotional elements that frequently occur during public speaking performance. It may play a significant part in speaking when students deliver their speeches in front of a large group of people. Despite the fact that speaking anxiety is a prevalent dread among students, many professors or lecturers ignore it. They solely assess the correctness and fluency of pupils' speaking skills, not the emotive components. If professors or lecturers do not address students' speaking nervousness, it will have an impact on their status and accomplishment.

The fundamental purpose of this study is to students anxiety in speaking English to improve communication performance, as well as to discover how anxiety affects communication performance among students.

RESEARCH METHODE

Subjects

The subject of this research is one of the class of Thammislam Foundation School, Nonthaburi, Thailand, matthayom 5-1 (or the second grade of highschool) consist of 46 students.

Materials

The materials include a common question that very common in any job application. Students were given a 10 questions to answer a question based on the question that the researcher ask them, related to the job that they applied in this simulation.

These are the questions that they are answering :

1. Introduce yourself
2. Why did you apply to this company ?
3. What are your responsibilities in your current position ?
4. What is your motivation ?
5. Tell me your biggest strength
6. Do you have any weaknesses ?
7. What are your compensasion expectasions ?
8. Tell me why should I hire you
9. What do you like to do outside work hours ?
10. Do you have any question about our company ?

Procedure

The procedure is interviewing each of the students based on their absent sheet. Every student will come to an interview room with only just the researchers, a teacher and a student. Their conversation will be recorded and be monitored by the teacher. After their finished, they are advised to return to the classroom and ask them to not give any information to their friends. Thats how we collecting the data.

Data Analysis

The data that we collected from the conversation we analyze through the level of anxiety. The points that we analyze are these factors :

1. Lack of Confidence
2. Shyness
3. Vocabularies
4. Pronounciation
5. Nervous Body Language

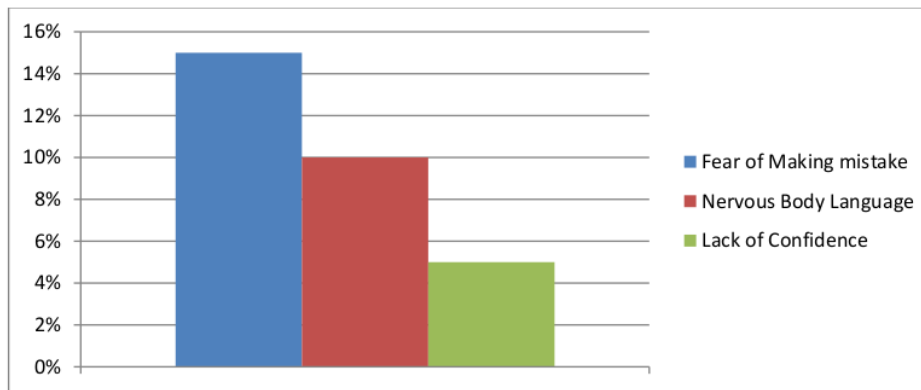
In this study, we conducted a qualitative analysis of the interview data. The results of the interviews will be used to support the information gathered from the students. Every point that state above will be given score when doing

the simulation by the researcher. From this, we can analyze which factor that makes the most of the cause of anxiety in speaking.

RESULT AND DISCUSSION

This study's samples include 46 high school students in second grade from Thammislam Foundation School in Nonthaburi, Thailand. It was broken down into three most recognized components of speaking anxiety from job interview simulation: fear of making a mistake, lack of confidence, and uncontrollable tense body language. The total number of points discovered during the investigation is 3724. Fear of making a mistake received 1.513 points. On the other hand, the total point of nervous body language type was found 1025 points. The sort of lack of confidence was discovered to be 548 points. The entire number of points in the pronunciation factor is 424, while the total number of points in the vocabulary factor is 214.

Through the data analysis for factors, the most Factor that has seen by the students in Thammislam Foundation School, Nonthaburi, Thailand was fear of making mistake with the percentage was 15%. In the second position of speaking anxiety factor was Nervous Body Language with being percentage was 10%. The last one was lack of confidence with the percentage was 5%. The different among the types of speaking anxiety faced by them would be shown below :



The graphic above indicates that the highest anxiety of the students of Thammislam Foundation School, Nonthaburi, Thailand, matthayom 5-1 faced is they are fear of making mistake from the way of their speaking. Then, the second position which students feel anxiety in the factor of nervous body language . Then, High level of lack of making mistake in the type which students feel of anxiety. The explanation about them as follows by the students statement :

1. Lack of confidence

- *When I enter the room, im feeling afraid to fail and im not really confidence of myself with this interview*
- *Im not well enough to talk English under high pressure like this interview. It makes my confidence fall to the ground.*

2. Nervous Body Language

- *My body always jitter a lot during this interview because of my anxiety. When im forgetting something, I always look arround to find the answers.*
- *I can controll myself under stress. It makes my anxiety go up. It makes me not concestrate during interview*

3. Fear of making mistake

- *During interview, I nervous a lot because i maybe did a mistake by answering the wrong answer*
- *Im afraid making a mistake during my interview. In my head, if i answer wrong, the teacher will dissappointed because of my action.*

DISCUSSIONS

After we analyze the data, it was found that the factor of speaking anxiety of the students of **Thammislam Foundation School, Nonthaburi, Thailand**, matthayom 5-1 was their lack of confidence, fear of making mistake, and uncontrollable body nervous body language. It had the absolutely different range among the students. Most of students feel anxiety in this simulation especially this is just a training simulation. Their level of their anxiety can be reduced by keep practicing with their friends especially in English activity. By Overtime, their confidence will increase to overcome their anxiety and nervous will be gone from their systems. On the other factor such as pronunciation failure and Vocabulary mistake, the reason why it score so low because most of them knows a lot of grammar and their pronunciation is on point. But during the interview, those factors that I mention earlier, Immidietly gone. From this simulation, we can see the students anxiety. If they never do something about this situation, they fear will overcome them in the future activity, shrouding themselves in darkness because of this anxiety problem in high pressure envirointment.

Among all the FACTORS that we investigate from speaking, the most commonly seen factors of speaking anxiety are the dread of making a mistake in our speaking exam. It might be the source of this, alongside the students' anxiety of failing the speaking test, which occurred since they needed extra preparation for everything linked to their performance. After further practice, they were going to feel ready and confident, unconcerned about the reactions of others throughout the performance.

CONCLUSION

Based on the findings given, it is possible to conclude that Thammiislam Foundation School, Nonthaburi, Thailand, matthayom 5-1 had a Normal State level of speaking anxiety. Their Fear of making mistake was the major form of speaking anxiety among the all of the 5 factors that we researching. The students were anxious because they were afraid of the consequences of failing the interview simulation. It occurred as a result of their communication fear, which requires greater preparation for all aspects of their performance so that they feel comfortable and confident without regarding for bad grade from their teachers throughout the performance. My suggestions based on the situation is :

1. Students should engage well with one another in order to create a nice mood in the suitable class setting for speaking..
2. For the students to perform better to overcome their fear, there should be time for planning and some practicing for the speaking.

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