

# The Correlation of Ethnicities and Students' Speaking Anxiety in Online English Learning

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**Abstract:** Indonesia is a multicultural and multilingual nation that consists of 300 ethnicities and 715 ethnic languages. The modernity of a nation is judged by the mastery of English. Therefore, besides mastering their ethnic and national language, young generations of Indonesia are required to learn English as a foreign language. The purposes of this study are (1) to measure the level of students' anxiety from Konjo and Java ethnicities, and (2) to explore the influence of students' ethnicities on their English-speaking anxiety. This study applied a descriptive quantitative method. The participants of this research consisted of 25 students of Konjo ethnicity in Bulukumba of South Sulawesi province and 25 students of Java ethnicity in Magetan of East Java. The data are collected using the Foreign Language Classroom Anxiety Scale (FLCAS) questionnaire to measure students' anxiety levels. Based on the statistical analysis, it is found that students from Konjo and Java feel the same mostly at a medium level of anxiety in speaking English. Moreover, the results of spearman's rho test with a final significant score are 0.471 which is higher than the significant value of 0.01. It can be concluded that there is no correlation between ethnicity and the level of students' anxiety in Speaking English learning.


## 1 INTRODUCTION


Some people believe that the ability to communicate, in addition to being influenced by the knowledge and knowledge gained in school, is also influenced by the tribe from which they come. The rules that come from this tribe become clear benchmarks for their members in carrying out clear living procedures. One is how they talk to others. In some tribes, it is believed that speaking to others should not be direct but is done with lip service first. Alternatively, some are more


inclined to speak unceremoniously. In addition, asking for details about newly encountered people is normal and legal. However, for some tribes, this is taboo.


The Konjo tribe is a tribe in South Sulawesi, especially in the district. Bulukumba is divided into two, namely the Konjo Mountain tribe and the Coastal Konjo tribe. Each of the two tribes; The mountainous and coastal Konjo have somewhat different customs and cultures. These two tribes are unique, both in terms of traditions and customs and way of life, their marriage system, and much more.


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Konjo refers to a dialect of the Makassar language spoken in the border villages of the Makassar-speaking region and the Bugis "Konjo" means "here" in other Makassar dialects that use the word "anjo" for the same meaning.

Most of the Konjo people live on the side of the mountains that are not very suitable for rice farming, although some of the rice terraces are impressively made by the Konjo people of the mountains around Malino, the mountainous area of Gowa Regency. Makassar – Konjo is about 75 percent basic vocabulary with standard Makassarese. The Konjo dialect itself is divided into two subgroups: "Konjo mountain", with a number of speakers of about 100,000 in use in and around Mount Bawakaraeng, and "coastal Konjo" also with speakers of about 100,000 people, used on the coast of Bone bay. Coastal and mountainous Konjo correspond to a lexicostatistical similarity level of 75 percent, so they are not closer to each other than to the standard Makassar. However, at the level of morphemic, morphological, and syntactic, the two are almost the same. According to Gibson, 2009 as cited by Ardyansyah (2009), Konjo Mountains has reached the subject of a number of published studies, respectively by Rossler (1987, 1990, 2000) and Rottger – Rossler (1989, 2000) both are cited by Syarifuddin (2014).

Herusatoto (1987) defines Javanese society as one of the societies that lived and grew from ancient times to the present and hereditary using Javanese in various dialects and inhabited most of Java Island. Suyanto (1990) in his book entitled *Javanese Outlook on Life* explained that the characteristics of Javanese culture are religious, non-doctrinaire, tolerant, accommodating, and optimistic. This characteristic of Javanese culture gave birth to a characteristic tendency for Javanese people such as: believing in God Almighty as Sangkan Paraning Dumadi with all His qualities and greatness, idealistic in style (believing in something immaterial-not material and things that are supernatural and tending towards the mystic, prioritizing essence over formal and ritual aspects, prioritizing love as the main foundation of human relations, believing in destiny and tending to be marketable, convergent and universal, scourge and non-sectarian, inclined to symbolism, inclined to mutual aid, harmonious, peaceful, and less competitive because it lacks material prioritization.

The use of English in the world community as an international means of communication has grown very rapidly. This has had a great influence on the teaching of English in schools. In Indonesia itself, English language teaching has become a trend and obligation of learning for students. English teachers

began applying various teaching techniques to provide students with a variety of basic language skills, including listening, speaking, reading, and writing skills.

The use of the latest teaching techniques in language learning as well as the widespread use of English that has increased has led to the emergence of the need to learn good communication skills (Tanveer, 2007). This ability to communicate has a very close relationship with the ability to speak (speaking). However, learning the ability to speak is not as easy as it seems. The ability to speak a foreign language (speaking) is a complex ability. To become an expert in it, learners need to meet several conditions. These requirements are in the form of language knowledge along with basic science, and speaking skills in various situations and conditions, where students must have confidence, self-respect, and self-enthusiasm. Therefore, it can be said that to master the ability to speak (speaking), learners are not only influenced by cognitive factors but also affective factors (Andres, 2003)

This is also supported by Krashen in Mason ([www.timothyjpmason.com](http://www.timothyjpmason.com)) who mentioned that affective factors can help or slow down the process of mastering students' speaking skills in the process of learning English as a foreign language. Learners with low levels of negative affective tend to acquire more knowledge of the language compared to those with high levels of negative affective. Therefore, affective factors have a great influence on the success of learners in learning.

Furthermore, Brown (2000) states that there are three types of affective factors that affect learners in the learning process, namely motivation to excel, self-confidence, and self-anxiety. Brown also added that language proficiency can be achieved if there is a learning environment that makes students have low levels of self-anxiety and low levels of self-resistance.

From various studies that have been carried out, the self-anxiety factor is considered one of the most influential affective factors for learners in English-speaking activities in the classroom.

This self-anxiety can cause various difficulties for learners to give an appropriate response in speaking activities (Brown, 2000). This can certainly hinder the mastery of the ability to speak fluently, fluently, and gratefully in various life contexts.

Furthermore, Cahyani and Anuyahong (2017) mentioned that the level of student anxiety is at the intermediate level. The anxiety experienced by students is caused by a lack of self-confidence caused by their fear of being laughed at by their classmates.

In addition, Cahyani also said that when they spoke in the classroom they felt shaky and their focus was split.

Another study conducted by Rajitha and Alamedu (2020) found that external factors such as linguistic elements, grammar, pronunciation, and peers are some of the triggers of English-speaking anxiety in the classroom. Likewise, internal factors such as fear, lack of self-confidence, and shyness are also factors that are no less important in encouraging students' English-speaking anxiety.

As stated by Peng (2014) and cited by Liu (2018), the anxiety that comes with learning a second or foreign language is said to be triggered by the dread of speaking. Also stated by Liu (2006) some non-native English speakers even experience mental blocks. Anxiety over learning a foreign language has long been studied. Researchers and academics discovered that worry has a crippling impact on the process of learning a second language, which can negatively impact performance over time and even prevent the growth of language proficiency.

This online learning strategy is a learning strategy that uses technology. Furthermore, learning in the era of the industrial revolution 4.0 is identified with learning using technology. This also affects the use of learning strategies used by educators (Muis, 2019).

The educational system needs to collaborate with technology in education and increase the teacher's awareness of the application in teaching (Al-Takhynch 2018). Technology in education is not a stranger. Technology has grown so widely across the world. Many technologies have been developed to assist the students in education as reference materials and tools such as courseware, e-learning, web-based learning, mobile application, blended learning, and so on. So, this technology has also taken numerous innovations to add value to education and evaluate digital reference materials (Samsudin et al. 2017).

Online learning strategies for teaching and learning activities that are not bound by the time, place and rhythm of lecturer attendance, and can use electronic media and communication facilities. There are three types of online learning, namely first indirect learning (asynchronous), in this learning strategy students read complete material or materials and do quizzes or tests. The second type is synchronous learning, which is a class that meets online on a predetermined website and the time is adjusted by mutual agreement with all students and lecturers. They will all log in to the site along with all students and faculty. Third, blended learning, namely the combination of asynchronous and synchronous, (Prawiradilaga, 2016).

New online teaching strategies produce many obstacles for the teachers. It is not easy to apply because the teachers are still learning about e-learning. They encountered some obstacles when they implemented it. Moreover, teachers have their perception to implement online learning. Teacher perception becomes an important thing. Satrianingrum and Prasetyo (2020) stated that teacher's perception of the impact on student's is the lack of availability of facilities and infrastructure, difference environments when studying in the classroom and studying at home, which affect the enthusiasm of students. Teachers and students feel a burden on internet quotas, especially if they are in an area that is disturbed by signals, monitoring of child development is limited, teachers feel as free as in class.

Obstacles in online learning were identified after conducting interviews and observations, such as: using e-learning tools, teacher knowledge, time management, and student motivation. The first obstacle was using e-learning tools. Operated gadgets at the start of the pandemic was bothersome. This could be seen from the confusion of teachers and students in using E-learning tools while teachers were challenged to make learning interesting. How to get children to submit assignments. Because they could not manage online learning class. There were even students who did not had cell phones. Akhdar (2006) explained that there were two obstacles, physical or non-physical, that hinder the use of computers in teaching. Online learning should be applied to teachers, because some people are still confused about how to apply it, so there are problems to implement it in teaching. One of the problems with the device was the internet connection. The ability to operate tools was necessary for students. Wong and Looi (2011) investigated the effect of mobile devices on student's learning in operating these devices.

Based on these previous research studies, this study seeks to examine whether ethnic backgrounds and online learning will also affect students' English-speaking anxiety in the classroom. Looking for solutions to other problems that affect and also solutions.

## 2 METHODOLOGY

This study applied a cross-sectional with a descriptive quantitative-qualitative approach. the participants were selected from Konjo and Java ethnicities. 20 students from the Konjo ethnic were selected from the Midwifery Academy of Tahirah Al Baeti Bulukumba. And 20 students from Java ethnic were selected from

STAI Ma'arif Magetan East Java in the third semester. The data in this study is collected by using A questionnaire of FLCAS developed by Horwits (1986). It was shared through the whats Up group of the English-speaking class using Google Forms. There are 29 questions to measure the students' anxiety in learning English speaking. the data then were analyzed statistically using SPSS 22. in order to answer the hypothesis, Spearman's rho test was applied.

**H0**=There is a correlation between Students' ethnicity and student's anxiety in Speaking English

**H1**= There is no correlation between Students' ethnicity and student's anxiety in Speaking English

In order to collect the qualitative data, some students are choosen to be the informan (5 Konjo, 5 Jawa). All the informants are interviewed by using semi-structured interview. The data are then analysed using thematic analysis.

### 3 RESEARCH RESULTS AND DISCUSSION

#### 3.1 Level of Students' Anxiety in Speaking English

The data were obtained from a questionnaire about speaking anxiety and analyzed using descriptive statistics to determine the level of students' speaking anxiety in English in public. After analyzing the classification of students' speaking anxiety questionnaire, the data was processed using SPSS. 20 for windows to determine the level of students' speaking anxiety in a public speaking activity.

Table 1: Level of Student's Anxiety in Speaking English.

Level of Anxiety	Java	%	Konjo	%
High (80 - 100)	3	15	2	10
Medium (60 - 79)	11	55	15	75
Low (< 60)	6	30	3	15
Total	20	100	20	100

The results of the analysis are presented in a table which shows the level of anxiety of the Konjo and Javanese students in speaking English. The highest number is at moderate anxiety level (Konjo=75%, Jawa=55%), followed by low anxiety level (Konjo=15%, Jawa=30%) and lastly high anxiety level (Konjo=10% , Jawa 15%).

The finding is that students usually motivate themselves with the words 'let's do it' when they are afraid of being laughed at. This is supported by Al-Hassani (2022) that EFL learners need sufficient time to practice English skills in class and must be motivated to speak English with anyone inside and outside the classroom. Likewise with students who always practice their speaking skills in foreign languages, this can be useful for them when they feel afraid of being laughed at (Al-Sobhi and Preece, 2018). In this case, Al Ahdal (2014) states that the ability to speak in real life is very helpful in communicating, both when using the native language and the target language. But when they learn English, they find that the two languages are very different. So, they make a conscious effort to learn it.

#### 3.2 The Correlation Analysis

Table 2: Correlation Analysis (Spearman's Rho Test).

Correlations		Ethnicity	total	
Spearman Rho-test	Ethnicity	Correlation Coefficient	1.000	117
		Sig.(2-tailed)	-	471
		N	40	40
	total	Correlation Coefficient	117	1.00
		Sig.(2-tailed)	-	471
		N	40	40

The table indicates the result that there is no correlation between students' ethnicity and students' anxiety in speaking English. it is found the p-value was 0,471 which is higher than the significant p value 0,01. Therefore, H0 was accepted and H1 was rejected.

The findings from the table for the participants in this study consisted of 25 Konjo ethnic students in Bulukumba, South Sulawesi Province and 25 Javanese ethnic students in Magetan, East Java. Using the Foreign Language Classroom Anxiety Scale (FLCAS) questionnaire and qualitative descriptive method to measure students' anxiety levels, the findings above clearly show that there is no correlation between student ethnicity and students' anxiety in speaking English as a foreign language. The ability of students of Konjo, Javanese, and any other ethnicity to speak foreign languages themselves is measured from the first impression when they learn it (Fatmawaty & Haryani, 2017) and the feeling of comfort and confidence in expressing it. Usually students who feel comfortable communicating in a foreign language will more quickly adapt to the sense

of language from the foreign language and master it more quickly. Meanwhile, ethnic origin did not show any effect on students' anxiety in learning English.

Based on the statistical analysis it was also found that most of the students from Konjo and Jawa shared a moderate level of anxiety in speaking English. In addition, the results of the Spearman Rho test with a final significant score of 0.471 were higher than a significant value of 0.01, so it can be concluded that there is no relationship between ethnicity and students' anxiety levels in learning speaking English.

Based on the results of statistical analysis, Students from Konjo ethnic has higher value of anxiety level comparing to Java students. It can't be denied that Konjo is a minority community in South Sulawesi province, so their knowledge and interest of English as a foreign language is low. different with Java ethnic, as a majority community their knowledge and interest of English learning is high. it effect to the students' anxiety in learning English. it is found that there is no correlation between the ethnicity of the students and their speaking anxiety. Mayasari (2013) also found that there is no correlation between student's anxiety with student's speaking performance results. It is in line with Kempler et.al (1998) that there is no effects of age, education, and ethnicity on verbal fluency. On the contrary with Suardi, et. al (2018) which found that the significance related anxiety and gender differences which male anxiety is affected by their thought while female anxiety is affected by their feeling in a seminar presentation. Last, it is not in line with Horwitz et al (1986) who found that communication apprehension, test anxiety, and fear of negative evaluation effected student's achievement.

It is important for every student to have motivation in public speaking. However, not a few have negative problems with each other, such as shyness and lack of confidence. Even though speaking in English must often be practiced or trained (Irawan, 2016). According to Nadila et al., (2020), sometimes students are quite mature in their knowledge of English, however, they are not yet skilled in speaking English. So that this is one of the causes of a feeling of lack of confidence.

Activities that can be done to develop English language skills can be started with simple things. For example, listening to English music, watching TV or movies and listening to English radio, following shows with English as the introduction, speaking English all the time, reading books and newspapers in English, and setting the language on the device in English. Meanwhile, to improve English speaking

skills, activities are more focused on practicing speaking (Pratiwi, 2014).

In theory, students have gotten and understood a lot, but to apply and practice sometimes is still very difficult in terms of speaking. To improve speaking skills, students can make simple sentences with their vocabulary, then practice in front of a mirror (Mangaleswaran & Aziz, 2019). This activity can increase self-confidence and psychologically increase positive thinking.

According to Nur et al., (2021), not a few students feel afraid when speaking English directly, the reason is because of their thoughts. Haven't practiced it yet, but already thought it would fail, be laughed at, and even be criticized by the audience. the most appropriate solution is to expel negative thoughts and give suggestions to yourself that you will succeed in this speaking exercise.

Another activity to improve English speaking skills is to find friends to practice more. Students can practice continuously. Students can practice alone or with friends. Practicing alone is fine, but it's even better to have a practice partner who can correct each other when mistakes occur. Choose friends who have the same goals as so that the practice goals of increasing self-confidence can be realized.

According to Koran (2015), the good thing about learning to speak is don't be afraid to make mistakes. Mistakes are the best teacher. Without ever making a mistake, you will never know how to be right. With mistakes, you can learn from them so you don't do the same thing again. Never be afraid to be wrong when you speak, and don't get angry or angry if someone criticizes you. Because criticism can evaluate to improve oneself so that one can be even better in the future. the more students practice and practice, the greater the opportunity to minimize existing mistakes.

In addition to the technical factors above, there are several things that affect students' ability to practice speaking in English, especially during actions on zoom screens, and creativity in online learning, especially in assignments via social media, such as Facebook, Instagram, Tiktok. and others. Based on interviews with students from these two tertiary institutions, it was found that different cultures and the influence of habits, and interests in using technology influence the courage to speak English on zoom screens or video actions on social media.

Social media is an alternative that educators can use besides the e-learning model which has been widely used as a form of remote learning (Asrawijaya, 2020). Social media is an alternative that educators can use besides the e-learning model

which has been widely used as a form of remote learning (Mulyono & Suryoputro, 2020). Students as users of social media can practice learning to improve their skills in English, both in communication and interaction (Shahzadi, 2021).

Online english learning users have a positive impact on a person's skills if they are able to use social media to understand the characteristics of someone in their environment. Through social media, language activities and student communication can also be monitored by educators. In this way, the use of social media can be used as a medium to understand students' language skills (Asrawijaya, 2020). With good guidance and direction according to the skills they have, students will be assisted in identifying and improving the skills they have, students will be assisted in identifying and improving their skills in the language through social media (Syafiq et al., 2021).

The Javanese are known to have shy personalities, but that shyness disappears when they appear on social media (Budi, 2021). For teenagers in Java in particular, the use of social media and other virtual facilities has become part of everyday life. Students have no difficulty operating or having fun/playing around for entertainment using social media. This is different from the condition of students from Konjo whose level of familiarity within using social media is not as active as students from Java. The orientation of students from Konjo in using social media is pure entertainment.

In interviews, several children from Javanese ethnicity admitted that when using social media it was not only for entertainment, but they had an interest in knowing foreign languages, especially English. The great desire to know is caused by the influence of the environment, family, and awareness of the importance of English for the future. They believe that the ability to speak English can help to improve self-quality in the future, especially in terms of needs in the industrial world.

Awareness in the era of globalization, where changes continue to occur day by day both in the field of knowledge and in the field of technology, seems to be more recognized by students from the Javanese ethnicity. Progress - continuous progress needs to be accompanied by awareness to improve quality and quality, one of which is by improving English skills and utilizing the internet to help improve their abilities.

Most students from Konjo use English only when they are studying English in class, without practicing it directly in daily communication. So the courage to speak English is very low. They are more likely to be afraid of being laughed at if they mispronounce or use

words. This is a factor causing the level of Speaking Anxiety in Online English Learning to be higher than students from Java.

Students who are better at having the courage to perform in online English learning are mostly students from Java. Besides having motivation, fun, and interest, other supporting factors, such as the family environment, really support their development. Meanwhile, students from Konjo, apart from their lack of interest in using social media in speaking classes and lack of support from the surrounding environment, cause students to be less courageous in practicing English conversations in class, especially in online learning.

Based on the narrative of the student from Konjo, he explained that when they spoke English with their friends, sometimes people would think that they were arrogant students who deliberately communicated in English just to show their intelligence. This is one of the barriers for students to improve their speaking skills.

The problem of Speaking Anxiety in Online English Learning in general almost happens to students at these two tertiary institutions. In general, they still have a fear of always practicing using English. Shame overcame their courage in stringing words using English. In addition, embarrassment arose due to responses from the surrounding environment that did not support their desire to always communicate in English. However, these factors are more likely to be faced by students from Konjo.

## 4 CONCLUSION

Based on the findings, it can be concluded that fewer of students from Konjo ethnic have high level of anxiety than Java ethnic. on the contrary, More students from Konjo ethnic have low level of anxiety comparing with Java ethnic. It indicates that students from Java ethnic is more brave to speak when learning English than Konjo ethnic. However, the results show that ethnicity of the student is not significantly correlates to their english speaking's anxiety. Therefore, H0 was accepted and H1 was rejected

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