

EXPLORING MARITIME CADETS' ANXIETY IN ENGLISH SPEAKING

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ABSTRACT

This research was aimed at measuring the level of cadets' anxiety in speaking English and finding out the dominant aspects of speaking anxiety faced by maritime cadets at Malahayati Merchant Marine College. To obtain this objective, the study was conducted at Malahayati Merchant Marine College. The participants of this study were 174 second-semester cadets at Malahayati Merchant Marine College and 15 English teachers. The data were obtained through questionnaires. Descriptive quantitative was used in describing the data. The data demonstrated that Maritime cadets' level of speaking anxiety was moderate level, with average percentage of 58%. Furthermore, communication apprehension was dominant aspect in cadets' speaking anxiety. Lastly, both the teachers and the students should be aware about English speaking anxiety because somehow it can be a barrier in learning English.

Keywords: *speaking anxiety, maritime cadets, communication apprehension*

INTRODUCTION

English has been made as the official language of the merchant shipping by International Maritime Organization. It has been used in all situations such as ship-to-ship communication, ship-to-shore communication and among maritime personnels (Ziarati, Ziarati, Bigland & Acar, 2011). According to STCW Convention 2010, all officers in charge of a watch (navigational or engineering) are required

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to have adequate knowledge of English (International Transport Workers' Federation, 2017). The requirement emphasizes the importance of the English language proficiency in relation to safety at sea. Additionally, most of the merchant's vessels in international voyage are manned with multilingual crews, and thus, having good English proficiency is important for seafarers to avoid miscommunication on board.

Speaking is broadly known to be the most important skill in communication among all the four skills in English language learning because it is the tool with which people interact to each other to express an opinion, share ideas and transfer information. Also, people who know a language are usually referred to as speakers of that language. Thus, it needs more practice to develop an accurate sense of competence and the mastery of that skill. However, not all language learners, even after many years of studying English, can communicate fluently and accurately because they face many problems in learning.

One of the barriers encountered by language learners is anxiety (Dörnyei, 2005). Anxious foreign language learners identify speaking in a target language as the most frightening skill. It is often reported that they feel stressed when they have to take turns in the classroom to speak (Wörde, 2003). Not only in the classroom, Buriro and Aziz (2014) found that language learners are also fear, stressed, anxious and nervous, while they speak English outside classroom settings. Thus, anxiety debilitates learners in speaking English.

Since Speaking is a highly anxiety-provoking situation (Horwitz, Horwitz & Cope, 1986), The principle of Malahayati Merchant Marine College believes that getting cadets to use English in daily conversation would reduce their anxiety in speaking. Some programs have been done to help the cadets improve their English skills, especially speaking, such as Morning Speech, Debate class, Speech class, Storytelling class and *English Time* (speaking class).

Even though many English programs have been held in Malahayati Merchant Marine College, the cadets still could not communicate in English well. Based on my observation, they preferred to speak in Bahasa or a local language. Some of them said that they would feel embarrassed if they spoke English because they could not pronounce words well. Other cadets hesitated to speak because of several reasons; for example, they felt afraid to make a mistake and did not have proper encouragement. All the factors mentioned by the students signaled that they had language anxiety when speaking English. Moreover, anxiety is

described as one of the most common situations which obstructs the language learning outcomes as Young asserted that the quality of communication or willingness to communicate may be influenced by anxiety (as cited in Ahmed, Pathan & Khan, 2017). To overcome this, English instructors should understand the situation faced by students in order to foster them to speak English.

Many researchers have conducted various studies related to anxiety in speaking English as a foreign language. Suleimenova (2013) investigated the factors influencing anxiety level of Kazakhstani high school students. He found that one of the factors may be related to the fact that the Kazakhstani educational system is not designed to increase the communicative competence of students. This situation resulted in many students experiencing uneasiness and anxiety feeling while speaking in the English language.

Another study conducted by Sari (2016) examined speaking anxiety factors in an EFL classroom. The data for this study were obtained from a questionnaire administered to the 65-second grade of senior high school students and a semi-structured interview with nine students who had the highest anxiety level. The findings revealed that most of the participants (71%) experienced communication apprehension during the oral performance and the interview informed that participants did some non-verbal activities to reduce their anxiety such as avoiding eye contact with the teacher and etc.

Özütk and Hürsen (2013) studied a relationship between demographic features of participants such as gender, age, level, and English language learning anxiety. They found that there was no significant difference in English language learning anxiety in EFL classroom according to Turkish university students' gender, but there were significant differences in students' ages, departments, and levels. Inversely, a study conducted by Öztürk and Gürbüz (2012) showed that gender influenced learners' anxiety in a foreign language. The data presented that the female students felt more anxious than male students while speaking in English in the classroom.

Sulistyorini (2018) analyzed the language anxiety factors affecting cadets' speaking performance. The participants of this study were 60 technical department cadets of AKPELNI Semarang. The results revealed that there were five factors of language anxiety that affected the students' speaking performance, i.e. (i) lack of preparation during a language class, (ii) peer-pressure in language as a whole, (iii) sudden-activity in class, (iv) peer-pressure in English speaking, and (v) students'

negative attitudes toward the English language. However, there was no solid correlation between students' speaking performance and language anxiety. What made their speaking performances differ from one another was the factors such as their linguistic competence and the way they cope with their anxiety during speaking class.

However, speaking anxiety is not only faced by high school and university students. Advance learners also experienced English speaking anxiety. A study conducted by Ahmed, Pathan and Khan (2017) indicated that postgraduate students faced speaking anxiety due to myriad factors in EFL classroom. Similarly, finding from Marzec-Stawiarska (2015) revealed that in-service teacher who is also MA students in English department experienced a medium level of anxiety, with the vision of making errors and speaking publicly as the most intensive stressors.

Accordingly, previous studies on anxiety in foreign language learning have focused on investigating factors influencing speaking anxiety level (Suleimenova, 2013); common speaking anxiety factors experienced by students (Sari, 2016); demographic aspects (Öztürk & Gürbüz, 2012; Özütürk & Hürsen, 2013); and relationship between speaking anxiety and learner performance (Sulistyorini, 2018). Hence, the present study aimed at investigating the level of English-speaking anxiety faced by maritime cadets and dominant aspects of speaking anxiety. The speaking anxiety in this study concerned with three aspects, namely communication apprehension, test anxiety and fear of negative evaluation (Horwitz, Horwitz & Cope, 1986).

LITERATURE REVIEW

Maritime Cadets

In merchant marine education, the term cadet is referred to students who study at maritime institution. International Labour Organization defines maritime as “students of marine or equivalent academic departments who have to practice on board in accordance with the educational system”. Cadets are required to follow training onboard registered whether on international ships or domestic ships in order to fulfill a maritime academic course. Generally, cadets study theories for some years in the classroom before they have their shipboard training. During those years, they study all required theoretical knowledge for seamanship, navigation and engineering.

In Indonesia, Maritime schools offer various programs; they are DP IV, DP III, Diploma III and Diploma IV. Malahayati Merchant Marine College provides DP IV and DP III programs for nautical and technical majors. Nautical cadets are prepared to be officers on deck and navigation experts. A deck officer is responsible for navigation, supervising the safe loading and unloading of cargo, and managing and using communication systems (The Maritime Industry Knowledge Center, 2019).

Meanwhile technical cadets are trained to be marine engineering officers who are responsible for managing the engine room and the engine room maintenance team, and overseeing the training of engineers, and for a certain piece of equipment, such as auxiliary generators etc. (The Maritime Industry Knowledge Center, 2019). Before having sea project, cadets will study in the academy for 1 or 1.5 years of theoretical subjects that are combination of general subjects, technical subjects and nautical subjects.

English becomes one of the general subjects taught in Malahayati Merchant Marine College. Both nautical and technical departments are expected to be proficient in English since maritime terms are mainly in English and because of a high probability of working in a multicultural environment. In accordance with STCW 2010 Convention, maritime cadets are required to have knowledge of written and spoken English. However, Winbow (2002) pointed out that in most countries, maritime professionals generally lack English communication skills. This speculation is credited to the status of English in their countries either as a foreign language or second language. Similarly, Indonesian Minister of Transportation, Mr. Budi Karya Sumadi, in his speech stated that one of the weaknesses of graduate seafarers from Indonesian maritime school is foreign language, in this case, English (Prakoso, 2018). Therefore, English has become a main concern in maritime education.

According to study conducted by Dirgeyasa (2018), English language skill strongly needed by cadets is listening-speaking. It is important because the cadets will intensively interact and communicate when they work on board. In this case, it cannot be denied that having good speaking skill is pivotal for cadets in carrying out their duties.

Definition of Speaking

The position of speaking in the hierarchy of language skills has evolved over the centuries. Nowadays, Speaking is considered to be the most sought skill for an individual to be accepted competent in a foreign

language. In language learning, it is not enough for someone to understand about the language knowledge, but they need to know how to use the language. Among the four skills of English language learning that someone has to be mastered, speaking has become a challenging basic skill of the language use since it requires spontaneity and happens in an on-line communication. To understand more about speaking as a language skill, it is necessary to have a look at several definitions of speaking as this will give an idea what speaking actually is.

Despite the fact that speaking as a process of delivering information, its mechanism is more advanced than simply delivering information through the mouth. According to Burns and Joyce (1997), speaking is not merely defined as an ability to produce language in grammatically correct structures, but it rather covers broad areas of mechanics, functions, pragmatics and social interaction. In other words, speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information. Many scholars agree with an idea that speaking has a complicated definition. Chaney and Burk (1998, p.13) proposed that speaking is “the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts”. When discussing speaking, Thornbury (2005, p. iv) sensibly noticed that “there is a lot more to speaking than the ability to form grammatically correct sentences and then to pronounce them”. Harmer (2001, p. 269) in some way extended that statement, suggesting that “the ability to speak fluently presupposes not only knowledge of language features, but also the ability to process information and language on the spot”. Besides, Byrne (1986) stated that speaking or oral communication is a two-way process among speaker and audience that includes profitable and responsive abilities and comprehension. It implies that talking is a gainful aptitude which a speaker creates or utilizes the dialect while he or she is attempting to get through or over the message.

Overall, all these definitions imply an idea that speaking involves not only the performance of the linguistic knowledge orally, but also some other kinds of knowledge. Being able to use this knowledge, in fact, leads to more successful communication.

Anxiety as Affective Factor

Speaking is a complex process that is influenced by cognitive and affective factors. The cognitive factor deals with mental processes. A cognitive model of speech processing proposed by Levelt (cited in Goh

& Burns, 2012) consists of three stages, namely conceptualization, formulation and articulation. Conceptualization refers to a process where speakers choose a topic that they want to tell, and then they have to recall relevant knowledge in their long-term memory to create their ideas. Moreover, formulation is a process of speakers in generating ideas into appropriate words by using the knowledge of grammar, vocabulary, register and discourse structure. Finally, articulation refers to producing message in a form of sound to listeners.

Meanwhile, the affective factor is “the emotional side of human behavior in the language learning process” (Brown, 1994). In order to understand language learning problems, especially in speaking, it is necessary to consider both cognitive and affective factors because those can have a significant influence on effectiveness of language learning. According to one of the Krashen’s hypothesis, affective filter hypothesis, it shows affective factors can affect willingness of language learners to learn a language. Krashen (1982) argued that affective filter is a kind of psychological obstacle that prevents language learners from absorbing available comprehensible input completely. He looked affective factors functioning as a filter that reduces the amount of language input a learner is able to understand. It has a close relationship with language learner’s inputs and intakes. It can be said that affective factors determine the proportion of language learners’ inputs and intakes.

According to Brown (1994), one of the affective factors that include in a process of acquiring a second language is anxiety. Anxiety is known as the distress feeling or uneasiness of the mind caused by fear of danger or misfortune. Some experts has defined anxiety in many ways. Spielberg (1972) defined anxiety as “an unpleasant emotional state or condition which is characterized by subjective feelings of tension, apprehension, nervousness, and worry”. Anxiety can be associated with feelings of uneasiness, frustration, self-doubt, insecurity, or apprehension that is intricately intertwined with self-esteem issues and natural ego preserving fears (Brown, 1994; Seller, 2000). Scovel (1978) defined anxiety as “a state of apprehension, a vague fear...”. According to these definitions, anxiety is a kind of fear that may cause learners negative feelings in class. For example, we have all experienced anxiety as language learners. It happens when we doubt our abilities of performing a certain task and we feel nervous about succeeding in it. In this case, anxiety proves to be related to foreign language learning.

Foreign Language Speaking Anxiety

The concept of language anxiety was first proposed by Horwitz et al. (1986, p. 128). They defined language anxiety as “a distinct complex of self-perceptions, beliefs, feelings and behaviour related to classroom language learning arising from the uniqueness of language learning experience”. For MacIntyre, language anxiety involves the worry and negative emotional reaction aroused when learning or using a second/foreign language (as cited in Zhang, 2008).

Horwitz et al. (1986) classified foreign language anxiety into three components as follow Communication apprehension, test anxiety, and fear of negative evaluation.

Communication Apprehension

Communication apprehension is what learners think of foreign language. Generally, this anxiety is resulted from inability either to express ourselves or to comprehend one another, or because of the lack of confidence in our general linguistic knowledge. Horwitz et al. (1986, p.127) defined it as “a type of shyness characterized by fear or anxiety about communicating with people”. It should be noted that communication apprehension is a common students’ concern, and a topic usually covered in the public speaking community. Horwitz et al. (1986: 127) declared:

“The special communication apprehension permeating foreign language learning derives from the personal knowledge that one will almost certainly have difficulty understanding others and making oneself understood. Possibly because of this knowledge, many otherwise talkative people are silent in a foreign language classroom”.

The above statement connects communication apprehension to the ability to communicate and deliver the message appropriately. Therefore, when students assume that they cannot do that, they will keep silent even though they have interest to communicate. Tsui (cited in Bailey & Nunan, 1997) mentioned that students who lack confidence in themselves or in their English generally suffer from communication apprehension. Those students who deny about their oral communication skills would feel uncomfortable when communicating with others. Horwitz et al. (1986) asserted that communication apprehension refers to a type of anxiety which occurs when people feel shy and uncomfortable while communicating with others. It usually happens in English foreign language classes where learners have a problem of

controlling a situation, and both teacher and classmates evaluate their performances. In other words, communication apprehension is a learner's failure to understand others' communication and make them comprehend what he or she is saying, because of his bad self-perceptions (MacIntyre & Gardner, 1991). McCroskey (1984) agreed that communication apprehension refers to the fear of communicating with one person or persons. It occurs when learners do not have suitable amounts of ideas and thoughts, and it creates fear of communicating with others.

As a consequent, many talkative people in their mother tongue are silent when it comes to foreign language speaking. It is obvious that communication apprehension plays a vital role in foreign language anxiety. McCroskey (1977) also defined communication apprehension as "an individual's level of fear or anxiety associated with either real or anticipated communication with another person or persons". Moreover, students who had high anxiety level that they are afraid to speak in the foreign language, showing feelings of nervousness, confusion and even panic. Students with feelings of communication apprehension would respond positively to questions like "I get nervous and confused when I am speaking in my language class".

Test Anxiety

Test anxiety is related to test and it can be defined as worry and fear which learners experience before and during a test. In other words, a test-anxious learner suffers from fear of bad evaluation by a teacher. Hortwitz et al. (1986) claimed that test-anxiety refers to a type of performance anxiety in which a learner feels fear of failure and doing badly in a test. Learners who suffered from test anxiety are those who consider learning a foreign language specifically oral performance as a threatening situation, rather than an opportunity to improve their communicative competence and speaking skills. Students of this type require themselves to reach the highest point in test performance. Otherwise, they will be easily affected by the concept of failure (Dörnyei, 2001).

Fear of Negative Evaluation

Fear of negative evaluation is nearly similar to test anxiety and it is one of the most prominent causes which engender language anxiety. This kind of anxiety is not limited to test-taking situations; rather it may occur in any social, evaluative situations (Horwitz et al., 1986). Fear of negative evaluation is also called social evaluation or social

apprehension. In classroom settings, it might be fear of negative evaluation from peers and a teacher. The fear of negative evaluation might emanate from a teacher or from classmates through their reactions and gestures (Shams, 2006). Students who have fear of negative evaluation do not think their language mistakes as a natural thing or an effort in learning a new language, but they might consider errors as threats especially when they are in front of their teachers or friends. Consequently, they keep quiet almost all of the time and refuse to participate in language classroom activities because they feel that teachers or peers may negatively evaluate their language ability. Moreover, students may feel anxious due to their difficulty in understanding the teacher's instruction and the fear of making mistakes when they participate in learning a foreign language environment.

All of the three components of foreign language speaking anxiety i.e. communication apprehension, test anxiety, and fear of negative evaluation have great effects on the foreign language learning as they are closely related to each other and they hinder and affect learners' communicative abilities.

Effects of Foreign Language Speaking Anxiety

Foreign language speaking anxiety has been related with some of negative results. It can be classified as physical, psychological, and social outcomes (Onwuegbuzie, Bailey & Daley, 1999). Physical symptoms can include, for example, heart palpitations or increased heart rate, shallow breathing, trembling or shaking, sweating, dizziness, feeling "weak in the knees," freezing, muscle tension, shortness of breath and nausea (Rector, Bourdeau, Kitchen & Massiah, 2005). Those symptoms can disturb students' focus in language learning.

Another negative result of speaking anxiety is psychological symptoms. Psychological symptoms include embarrassment, feelings of helplessness, going blank and fear. Those symptoms could influence students' behavior in classroom. Negative social behavior might clearly show in such ways as inappropriate silence, unwillingness to participate, absenteeism, and withdrawal from the course. This in line with Horwitz et al. (1986) statement that students who have anxiety feeling might easily avoid speaking in class, do not have intention to do tasks and tend to sit in last row. Moreover, individuals with high speaking anxiety will engage less in communication tasks than those with moderate and low speaking anxiety as McCroskey (1977) noted that "high apprehensive have substantially lower self-esteem than do moderate and low

apprehensive". These effects can lead students to get poor performance and low achievement in speaking. Xiuqin (2006) pointed out that anxious students would speak a little or avoid speaking a target language at all and therefore their opportunities to practice the target language are significantly reduced, which might cause limited progress in speaking subjects.

However, there is indication that a certain degree of anxiety may be beneficial to some students (Scovel, 1978). As mentioned in previous sub-title it called as facilitative anxiety that has been credited with motivating learners to study harder and make stronger efforts to perform better on classroom tasks.

RESEARCH METHODOLOGY

The purpose of this research was to investigate the level of speaking anxiety of maritime cadets in English speaking and the strategies used by the teacher to reduce maritime cadets' speaking anxiety. The survey was chosen as a method in gaining the data. According to Creswell (2005, p. 52), survey design is one of the research procedures used to "describe trends in a population of individuals". In the context of this study, the trends described are those related to cadets' English speaking anxiety. The participants of this research were 174 maritime cadets at Malahayati Merchant Marine College. Meanwhile, a modified questionnaire from FLCAS (Foreign Language Classroom Anxiety Scale) developed by Horwitz et al. (1986) was used as instrument to gather the data about the level of cadets' English speaking anxiety and dominant aspect of anxiety.

RESULTS AND DISCUSSIONS

The Level of English Speaking Anxiety Experienced by Cadets

The data obtained from the questionnaires was analyzed in order to know the level of cadets' English speaking anxiety. The cadets were asked to indicate on 5-point Likert scale of FLCAS to what extent they agreed with each statement and gave the opinion about their feeling in speaking English.

In calculating the questionnaire, the researchers used mean and percentage measurement. Then, the researchers grouped the mean value of cadets' answers into three groups of answer. The first group was categorized as high level of anxiety, second group as moderate level of anxiety and the third group as low level of anxiety. The finding is presented as follow.

Table 1. The Level of Cadets' Speaking Anxiety

Level of speaking anxiety			Total Participants
Low (1.00 – 2.50)	Moderate (2.51 – 3.50)	High (3.51 – 5.00)	
33 (19%)	101 (58%)	40 (23%)	174

Based on the Table 1, it shows that maritime cadets at Malahayati Merchant Marine College had moderate level of speaking anxiety in speaking. It can be seen that 101 (58%) of maritime cadets experienced moderate anxiety. The result shows that the high level of speaking anxiety was experienced by 40 (23%) maritime cadets. Meanwhile, the lowest level of speaking anxiety was only experienced by 33 (19%) maritime cadets. This indicates that in general the cadets did not feel too anxious about speaking English language, though they were still anxious in certain situations.

The Dominant Aspect of English Speaking Anxiety Faced by Cadets

The questions of FLCAS are divided into three aspects of anxiety namely *communication apprehension*, *test anxiety* and *fear of negative evaluation*. In this analysis, the researchers divided the participants' answers into three groups. The first group was the group of participants who chose the answer 'agree' and 'strongly agree', the second group as the group of participants with the choice of answer 'neutral', and the third group was the group of participants with the choice of answer 'disagree' and 'strongly disagree'. However, the researchers only used the data percentages from the first group who answered 'agree' and 'strongly agree'. This was in line with the objectives of the research, which is to find out which aspects of speaking anxiety were dominantly experienced by maritime cadets. In addition, frequency, mean and percentage measurement were used in calculating the data. The overall result of FLCAS questionnaire regarding the dominant aspect of English speaking Anxiety is presented as follows.

Table 2. The overall average percentage of speaking anxiety aspects

No	Anxiety Aspects	Total Participants	Percentage Average
1	<i>Communication apprehension</i>	174	62%
2	<i>Test anxiety</i>	174	58%
3	<i>Fear of negative evaluation</i>	174	61%

Table 2 shows the overall summary of the second research question. As can be seen, there was no significant different between three aspects of English speaking anxiety. The data revealed that *communication apprehension* dominated cadets speaking anxiety with the average of 62%. Meanwhile, the second dominant aspect was *fear of negative evaluation* and its average percentage is about 61%. *Test anxiety* becomes the third dominant aspect with the average of 58%.

Discussion

The result of FLCAS questionnaire administered to cadets at Malahayati Merchant Marine College presented the answer for the first research question that cadets underwent a moderate level of speaking anxiety with the average of 58%. This research finding was in line with some studies (Cagatay, 2015; Chanprasert & Wichadee, 2015; Tianjian, 2010).

Cagatay (2015) found in his research that EFL students experienced moderate level anxiety and he pointed out that female students seems to have highly anxious while speaking. Similarly, Chanprasert and Wichadee (2015) also discovered in their research that Japanese undergraduate students had a moderate level of language anxiety. They explained it was probably because more than half of the students had prior knowledge of foreign language before they entered the university. Another reason may be from the adjustment of activities in the course to increase students' motivation to learn and involvement.

Furthermore, Tianjian (2010) revealed in his research that over 50% of the first-year undergraduate students reported experiencing moderate or high levels of speaking anxiety. He emphasized that even the moderate level of this anxiety could be disturbed and needed to be overcome. This level of anxiety might seem acceptable; however, this affective problem could detain cadets from expressing their thoughts in English, affect their willingness to communicate (Wu & Lin, 2014) and hinder the development of communicative competence. In addition, Horwitz et al. (1986, p. 131) wrote that "students who experience moderate anxiety

may simply procrastinate in doing homework, avoid speaking in class, or crouch in the last row". This situation also could happen to cadets who experienced moderate level of speaking anxiety.

In this research, the researchers also found the most dominant aspect that influenced the cadets' level of anxiety. There are three aspects of language anxiety proposed by Horwitz et al. (1986) namely *communication apprehension*, *test anxiety* and *fear of negative evaluation*. The finding presents that, cadets' speaking anxiety was dominated by *communication apprehension* aspect with the average of 62%. The study conducted by Aeni, Jabu, Rahman and Strid (2017) also discovered the same. They found that nautical students experienced moderate to high *communication apprehension*. They also pointed out the participants showed the highest apprehension to public speaking. Another study done by Amogne and Yigzaw (2013) showed that maritime engineering students were generally encountered by *communication apprehension*. They also found that the participants experienced the highest apprehension when speaking in public speaking. Interestingly, even dominant aspect of speaking anxiety in this research is in line with previous research, the researcher found that nautical cadets were highly exposed to confusion and worry about number of rules while speaking English. This was probably because of their belief about considering English grammar while speaking English, whereas, most of the technical cadets experienced anxious when they had to speak English without preparation.

Communication apprehension not only interrupted cadets in speaking English but also impeded the process of learning speaking. Daly (as cited in Al-Duwaile, 2014) explained that students who had *communication apprehension* might avoid talking in front of the class, less participate in classroom activities, and even wait until the end of the class to ask questions. Moreover, McCroskey (1977) stated that highly apprehensive students often avoid taking speech class and public speaking class. When they take in such classes, they are very likely to ignore and feel lazy to follow the course, regardless of whether the course is required or not. In other cases, if they must take the course, students would experience some problems ranging from being frequently absent of the class, refusing to speak due to not being ready and escaping from the classroom. Therefore, the role of teachers are also important in overcoming this speaking anxiety problem.

CONCLUSION AND SUGGESTION

Based on the findings, Maritime cadets at Malahayati Merchant Marine College experienced moderate level of speaking anxiety. Even moderate level of anxiety would hinder the cadets in mastering speaking skill. There are three aspects in speaking that can detain students to speak up; communication apprehension, test anxiety and fear of negative evaluation. According to the result findings of the FLCAS questionnaire, second semester cadets at Malahayati Merchant Marine College experienced communication apprehension as the dominant aspect of anxiety, then followed by fear of negative evaluation and test anxiety.

It is suggested that English teachers and EFL students should be conscious about speaking anxiety problems. Somehow, anxiety can become a barrier in learning a language. Teachers are also expected to understand the characters of students because the anxiety level of students might be different from each other. Knowing kinds of anxiety aspects probably could help teachers to find a way how to manage students' anxiety, especially English speaking anxiety, such as giving sufficient time for students to practice before asking them to speak in front of the class (reducing communication apprehension), giving praise and positive feedback after English test (reducing test anxiety) and making agreement in the class, e.g do not make fun when other students speak in front of the class (reducing fear of negative evaluation).

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