THE IMPACT OF SPEAKING NERVOUSNESS ON STUDENTS' ORAL PERFORMANCE IN LANGUAGE LEARNING

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Abstract: Every learner faces different problems when learning a foreign language. One of the common problems is feeling nervousness or anxious while speaking. This article explores the impact of speaking nervousness in students' oral performance in Language learning. Good speaking skills – such as fluency, accuracy and speaking with self-confidence – are very important for success for learners. Even a little nervousness can make these skills worse. Types of language learning nervousness which include trait anxiety is discussed in this article. In the classroom also, many students are scared of getting a lower score.

Key words: Nervousness, oral performance, foreign languages, pyschological condition, traditional way, data tools, questionnaire, Likert scale, observation, field note.

NUTQ JARAYONIDAGI HAYAJONNING O'QUVCHILARNING OG'ZAKI NUTQ KO'RSATKICHLARIGA TA'SIRI

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Annotatsiya: Har bir o'quvchi xorijiy tilni o'rganishda qiyinchilika duch keladi. Eng keng tarqalgan muammolardan biri ravon gapirish mobaynida hayajon va

xavortirni his qilishdir. Ushbu maqolada gapirish paytidagi hayajonning o'quvchilarning og'izaki nuqt ko'rsatkichlariga qanday ta'sir qilishini o'rganadi. Yaxshi gapirish ko'nikmalari – jumladan ravonlik, to'g'riligi va o'ziga ishonch bilan gapira olish – o'quvchilar uchun muvaffaqiyatning muhim omilidir. Ushbu maqola til o'rganishdagi hayajon turlari, jumaladan shaxsiy hayajon (trait anxiety) ham ko'rib chiqiladi. Shuningdek, sinf muhidida ko'plab o'quvchilar past baho olishda qo'rqishlari ham muhokama qilinadi.

Kalit so'zlar: Hayajon, nutqdagi ko'rsatkich, boshqa tillar, psixologik holat, an'anaviy usul, so'rovnoma, Likert shkalasi, kuzatish, kuzatuv yozuvlari.

ВЛИЯНИЕ РЕЧЕВОЙ ТРЕВОЖНОСТИ НА УСТНУЮ РЕЧЬ УЧАЩИХСЯ В ПРОЦЕССЕ ИЗУЧЕНИЯ ЯЗЫКА

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Аннотация: Каждый учащийся сталкивается с определёнными трудностями при изучении иностранного языка. Одной из наиболее распространённых проблем является волнение и тревожность при устной речи. Данная статья исследует влияние речевой тревожности на устную речь учащихся в процессе изучения иностранного языка. Хорошо развитые навыки говорения – такие как беглость, точность и уверенность – имеют ключевое значение для успеха обучающихся. Даже незначительная тревожность может негативно сказаться на этих навыках. В статье рассматриваются виды языковой тревожности, в частности личностная тревожность (trait anxiety). Кроме того, обсуждается страх многих учащихся получить низкую оценку на уроке.

Ключевые слова: тревожность, устная речь, иностранные языки, психологическое состояние, традиционный метод, анкета, шкала Ликерта, наблюдение, полевые заметки.

INTRODUCTION

Learning a foreign language is not easy. It needs some social factors, the learner's psychological condition, the environment, and many other things. Among these, the learner's inner feelings and mindset play an important role. Learning and using a language involve communication with other people, they depend on different types of social relationships. This is why learner's personality can strongly affect how they learn a foreign language. And, the way learners see themselves and their abilities can either help them or making learning more difficult.[1] Every learner factor plays a very important role in this process. Speaking anxiety appears when a learner has to use a foreign language that is not their native one and they do not feel confident in it.

Nervousness in language learning is not only about fear of speaking in front of others. It also affects many other parts of learning, both in academic and personal situations. According to Young's research, many foreign language learners see speaking as the most stressful activity, and this often influences how well they perform in spoken English.[2] And also students face different types of difficulties. These difficulties are generally connected to three main aspects: the learner, the teacher, and the language itself. One important factor is apprehension, which strongly affects how students learn a new language. Earlier studies mainly focused on mental factors such as ability, intelligence, and study habits. But, later research started to focus more on emotional factors, recognizing that they can hinder the learning process. Many studies have also shown that personality traits play an important role in language learning.

[1] Hu, R., & Wang, L. (2014). *The role of personality in second language learning*. Theory and Practice in Language Studies, 4(3), 519–524

[2] Young, D. J. (1990). *An investigation of students' perspectives on anxiety and speaking*. Foreign Language Annals, 23(6), 539–553.

There are four main language skills: listening, reading, writing, and speaking. EFL students find difficult to these skills. Speaking may not develop well if learners focus more on memorizing vocabulary, spelling, and grammar instead of practicing speaking. Because of this many researchers have tried different ways to improve students' speaking skills and decrease anxiety. One main problem they found is the lack of practice time. In many classrooms, English or other subjects are still taught in the traditional way, mainly through lectures. Since students do not get enough practice with their speech or get guidance from their teachers, their speaking skills often stay weak.

LITERATURE REVIEW

According to Thompson and Lee's research, all language learners experience some degree of anxiety. Apprehension means feeling worried or afraid of something. But, language learning nervousness is different from general nervousness. It usually happens because students feel they do not know language well, especially when they speak. This feeling can make students afraid of making mistakes, so they may avoid speaking in class. As a result, they get fewers chance to practice the language. Nervousness can also reduce students' confidence and motivation, which are very important in language learning.

Other researchers said that learning a foreign or second language is not easy. It is affected not only by language knowledge but also by other factors like cognitive skills, learning strategies and emotions. Among these, nervousness is very important because it affects students' oral performance.[3] Researchers also said that language learning includes students feelings, attitudes and personal characteristics. Nervousness in learning a new language is often a negative emotional experience. [4]

[3] **Amiri, M., & Ghonsooly, B. (2015).** *The relationship between emotional intelligence and foreign language anxiety.* Theory and Practice in Language Studies, 5(3), 595–602.
[4] Alnuzaili, E. S., & Uddin, N. (2020). *Dealing with foreign language anxiety: A case study of Yemeni students.* International Journal of English Linguistics, 10(2), 136–146.

According to Naser and Nijr (2019), trait nervousness is a natural part of a person's character. Some students are more anxious than others.[5] This make learning a language, especially speaking more difficult. Because of this, students may feel afraid to speak in class and worry about making mistakes. They may also feel shy and avoid participating in speaking activities. As a result, they get less practice and their speaking skills develop more slowly.

Trait anxiety

Trait anxiety is a person's natural tendency to feel nervous or worried, regardless of the situation. In language learning, this anxiety can make it hard to enjoy lessons. Nervous students may avoid activities that make them feel worried. Trait nervousness is a part of a person's character and does not change easily. It can affect thinking and memory, making learning and speaking a new language more difficult. Active participation is very important for improving speaking skills, but trait anxiety can make students less confident and less active in class.

METHODOLOGY

This study used a mixed-methods action research design to explore speaking anxiety among middle school EFL learners. The research lasted six weeks and involved Grade 6 and 7 students at secondary school. There were 15 participants aged 11-13 years. All of them had experienced anxiety while learning foreign language.

Data were collected in three ways. First, teacher field notes (observation journal were used to record observations about the students' experiences with anxiety while learning a foreign language. Second, students completed a questionnaire using a Likert scale, which asked them to rate how much they agreed or disagreed with statement about their feelings of nervousness and confidence in speaking. Third, classroom observation checklist recorded their participation. Together these three tools provided

[5] Naser, A., & Nijr, B. (2019). *Foreign language learning anxiety: Causes and effects*. Journal of Language Education, 12(3), 45–58.

a clear picture of how speaking nervousness affected students' speaking performance in lessons.

Student Questionnaire:

The questionnaire had six question to find out how students feel about speaking English. They answered each question using Likert scale, from strongly disagree and to strongly agree:

1	2	3	4	5
Strongly agree Qat'iy qo'shilaman	Agree Qo'shilaman	Not sure Ishonchim komil emas	Disagree Qo'shilmayman	Strongly disagree Qat'iy qo'shilmayman

#	Question / Savol	1	2	3	4	5
Q1	I feel nervous when speaking English in class. Darsda inglizcha gapiranimda asabiylashaman.					
Q2	I worry about making mistakes when I speak. Gapirganimda xato qilishdan qo'rqaman.					
Q3	I feel confident when speaking in front of classmates. Sinfdoshlarim oldida gapirganimda o'zimni ishonchli his qilaman.					
Q4	I enjoy speaking activities in English					

	lessons. Ingliz tili darslarida gapirish mashqlaridan zavqlanaman.					
Q5	I am afraid my classmates will laugh at my mistakes. Sinfdoshlarim xatolarimga kulishidan qo'rqaman.					
Q6	I prefer to stay silent rather than speak and make errors. Xato qilishdan ko'ra jimgina o'tirishni afzal ko'raman.					

Teacher field notes

During the study, the researcher kept a reflection journal. After each lesson, short notes were written about students' performance, how actively they participated. These notes helped to support the data from the questionnaire.

Classroom observation checklist

A checklist was used in every lesson to how students took part in speaking activities. It looked to speak during pair or group work and show signs of nervousness such as staying silent or avoiding eye contact.

Data analysis

The questionnaire data were analyzed using averages and number of responses to see students'' overall anxiety and changes over time.

Result

The questionnaire results showed that most of the 15 students feel nervous during speaking activities. For Question 1 ("I feel nervous when speaking English in class"), 11 students chose "Agree" or "Strongly Agree." This means that speaking anxiety is quite common among them. In Question 2, 12 students said they worry about making mistakes. This shows that fear of making errors is one of the main reasons for their anxiety. When it comes to confidence (Question 3), only 4 students said they feel confident speaking in front of their classmates. On the other hand, 9 students said they do not feel confident. For Question 5, 10 students said they are afraid that their classmates might laugh at their mistakes. This shows that social fear also plays an important role in their anxiety. The teacher's observations support these results. During lessons, many students stayed quiet during pair work, avoided eye contact, and hesitated before speaking, even when the teacher asked them directly. The observation checklist also showed that students participated less when they had to speak spontaneously.

Discussion

The findings of this study are similar to previous research on speaking anxiety in foreign language learning. Speaking is often seen as the most stressful skill for EFL learners, and this study confirms it in a middle school setting. Many students were afraid of being judged by their classmates, which shows that social anxiety is an important factor in language learning. The results also show that anxiety reduces students' participation. When students feel nervous, they speak less, and this limits their chances to practice and improve their speaking skills. Classroom observations showed that traditional teacher-led lessons do not give enough opportunities for students to speak freely. This may lead to weaker speaking skills. Using different methods (questionnaire, field notes, and observation checklist) made the results more reliable. However, the study had only 15 students, which is a limitation. Future

research should include more students from different schools.

Conclusion

This study looked at how speaking nervousness affects the oral performance of Grade 6 and 7 EFL students over six weeks. The results showed that many students feel anxious when speaking, and this has a negative effect on their participation and speaking performance in class. The main reasons for this anxiety were fear of making mistakes and worry about being judged by classmates. These factors stopped students from speaking actively. The findings suggest that teachers should create a more supportive and comfortable classroom environment. Using pair work, group activities, positive feedback, and confidence-building tasks can help reduce students' anxiety.

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