

ENGLISH SPEAKING ANXIETY AMONG STUDENTS OF SENIOR HIGH SCHOOL IN MOJOKERTO

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Abstract

This research aims to find out what are the factors of the students' speaking English anxiety and to know how the students' manifest their speaking English anxiety. The type of this research is descriptive qualitative. The data collected in the form of questionnaire data, and interviews. Data collection was carried out using questionnaires and interviews. In finding founded that the factors of the students speaking English anxiety are from threat, conflict, fear, and unfulled need and for the manifestation of the students' speaking English anxiety there are three types, first is physic, the second is cognitive and the third is behavioral. It is also have contributions for the teacher, students and the other researcher. For the teacher, Teachers should not only be able to teach subjects but they should also try to understand students psychologically. They should not immediately reprimand when students make mistakes directly in front of their friends. For the students, the students must not to be too afraid, if they can't do the task or there are lots of thing about speaking English they don't understand they should study together with their friends who understand about that. And for the other researcher this skripsi can be used as a reference for other researchers who want to do research with the same title.

Key Words: *Speaking Anxiety, Senior High School, Qualitative Research*

Abstrak

Penelitian ini bertujuan untuk mengetahui apa saja faktor kecemasan siswa berbahasa Inggris dan untuk mengetahui bagaimana siswa mewujudkan kecemasan berbahasa Inggris mereka. Jenis penelitian ini adalah deskriptif kualitatif. Data dikumpulkan dalam bentuk data kuesioner, dan wawancara. Pengumpulan data dilakukan menggunakan kuesioner dan wawancara. Dalam menemukan bahwa faktor-faktor siswa berbicara kecemasan bahasa Inggris berasal dari ancaman, konflik, ketakutan, dan kebutuhan yang tidak terpenuhi dan untuk manifestasi dari kecemasan berbahasa Inggris

siswa ada tiga jenis, pertama adalah fisik, yang kedua adalah kognitif dan ketiga adalah perilaku. Ini juga memiliki kontribusi untuk guru, siswa dan peneliti lainnya. Untuk guru, Guru seharusnya tidak hanya dapat mengajar mata pelajaran tetapi mereka juga harus mencoba memahami siswa secara psikologis. Mereka tidak boleh langsung menegur ketika siswa membuat kesalahan langsung di depan teman-teman mereka. Untuk siswa, siswa tidak boleh terlalu takut, jika mereka tidak dapat melakukan tugas atau ada banyak hal tentang berbicara bahasa Inggris, mereka tidak mengerti mereka harus belajar bersama dengan teman-teman mereka yang mengerti tentang itu. Dan untuk peneliti lain skripsi ini dapat digunakan sebagai acuan bagi peneliti lain yang ingin melakukan penelitian dengan judul yang sama.

Kata kunci: kecemasan berbicara, sekolah menengah atas, penelitian kualitatif

1. INTRODUCTION

lack of vocabularies, improper grammatical, fears of mistakes are some factors that can contribute to speaking failure and causing an acute sense of anxiety when it comes to speaking. Moreover, the problem of language anxiety not only happens to beginner but also the university students who usually deal with English. In addition, Cebberos (1998) added that they have to cope with the demands of being able to sustain communication by means of an instrument they are not completely familiar with.

People affected by anxiety can disrupt personal balance such as; tense, restless, anxious, scared, nervous, sweaty, and so on. The anxious person feels himself confined and away from feeling free, so to get a sense of freedom then one must get out of anxiety. According to May (in Corey, 1996: 179) freedom and anxiety are two sides of a coin. Many people are

unaware of the creative ideas they have because their inspiration is blocked by anxiety before they reach consciousness. Therefore, this anxiety need to be controlled so that the anxiety does not disturb the personality but instead become a source of motivation toward positive progress.

Based on my experience, I have a cousin she feel anxiety when she studied English at school especially speaking English. She always asks me to help her to study English. I think her anxious of English especially speaking English too much. It's normal to have anxious to school material that we cannot good in it. But she is really afraid of this. Because of this problem the researcher wants to do research. She really wants to know what the factors that exist behind this problem. Why the researcher's cousin or the other students feel very anxious in this situation and how they manifest their speaking English

anxiety when they face the anxious situation. The researcher choose the subject of the research in SMAN I Bangsal because her cousin and friend study in this school. study of the uningness to communicate and anxiety of Chinese learners of English as a foreign language (EFL) in English language classrooms revealed that (a) most of the students were ing to participate in interpersonal conversations, but many of them did not like to risk using/speaking English in class; (b) more than one third of the students felt anxious in their English language classrooms, and they feared being negatively evaluated and were apprehensive about public speaking and tests; (c) their uningness to communicate and their foreign language anxiety correlated significantly with each other and with their self-rated English proficiency and access to English; and (d) many of the variables of interest were good predictors of the students' uningness to communicate and of their foreign language anxiety, which were also powerful predictors for each other. (Liu and Jackson, 2008: 92)

According to (Woodrow, 2006: 308-328) draws a distinction between in-class and out-of-class anxiety and finds that communication with teachers and performing in front of a class are the major contributors to language anxiety in speaking classes. Specifically, giving oral presentations, role-play in front of class, contribution to formal discussions,

answering teacher questions, informally speaking teachers were reported as major reasons for learners' in-class anxiety. Moreover, Tanveer's 2007 study reveals that it is the intrinsic motivators, the learner's self in particular, that usually result in anxiety-breeding situations. Accordingly, learners' beliefs, perceptions and poor command of language could lead to a higher level of anxiety. Furthermore, some other extrinsic factors such as social and cultural environments could be the reasons for anxiety-provoking situations.

Analyse is needed in order to find out what more factors are influenced the student's speaking English anxiety in junior high school English learning. Why they feel anxious when they are required to use this language especially for speaking purpose at the XI student in senior high school.

In addition, the researcher chooses the speaking English language anxiety factors analysis in this research because there are many cases that involve the student's speaking English anxiety. So the Researcher hope with the existence of this research it can be useful the students to do not be too anxious, for the teachers it can be learning that speaking English Anxiety can find the reason and they have giving understanding to them so the student be not too afraid in the classroom activity. And for the other researchers if they want to know what factors are influence the

students' speaking anxiety and the solution to solve the problem.

2. RESEARCH METHOD

This research uses qualitative research model. Qualitative Research aims to get a complete picture of a thing according to it views of human beings examined. Qualitative research is related to ideas, perceptions, opinions, or beliefs of the person being investigated; all of them cannot be measured by numbers (Sulistyo & Basuki, 2006: 78). The researcher uses descriptive qualitative to analyse the factors that influences the students' speaking English anxiety and to know how the students' manifest their speaking English anxiety.

To collect the data is the form of data qualitative research. The questionnaire use in this study is a closed questionnaire using an interval scale scale with Likert Scale model. Closed questionnaire is a questionnaire presented with an alternative choice of answers that have been provided by providing a cross (X) or checklist (√) on the answer that is considered appropriate. Interval measurement scale is a measurement scale that is widely used to measure social phenomena / symptoms, where the respondent is asked to rank on a particular preference while providing a value (rate) to the preference. Sugiono (2007: 134) explains that the Likert Scale is used to measure the attitude, opinion, and

perception of a person or group from very positive to very negative as in the table below. The weight of the value of each respondent is summed so that the total score is obtained. Interview is a technique of data retrieval where the researcher directly dialogue with respondents to dig information from respondents. In this study, the researchers record all the answers of the respondents as they are. The type of interview uses in this study is structured interview.

Data analysis is the process of constructing all the instrument of the research. The data analyses conducted during the investigation process and immediately afterward. It does concurrent the data collected and continuously completed by the time all the data were gathered. After the data needed are collected, it was analysed by the researcher. The data of this research analysed by using qualitative data analysis, code data and look for themes related to the research focus. In analyzing the data, the researcher concerned with the components of data analysis in interactive model proposed by Miles and Huberman (1984). They divided the process of analysis into three phases, consisting of Data Reduction, Data Displays, and Conclusion Drawing/ Verification.

1) Data Reduction

"Reducing data means summarizing, choosing the essentials,

focusing on the things that matter, looking for the pattern. Thus the reduced data give a clearer picture, and make it easier for researchers to collect the next data, and look for it when necessary. "Sugiono (2012).

2) Data Display

Data display is the process of presenting the data in which the display usually took the narrative form, which occurred in form written-up filed-notes, Miles and Huberman (1984).

3) Verification

Conclusion drawing is the result of research that answers the research focus based on the results of data analysis. Conclusions are

presented in descriptive forms of research objects based on the study of researchers.

3. RESEARCH FINDING AND DISCUSSION

These findings and discussion are describe the factors of the students speaking English anxiety and the students' manifestation of the speaking English anxiety.

a. FINDING

1) The Description of the Factors of the Students Speaking English Anxiety

Table 4.1 Result of students' speaking English anxiety factor questionnaire

N O C O M E N T	Str on gly agr ee	A gr ee	Mod erat ely agre e	Di sa gr ee	Str on gly dis agr ee	4 th State ment	-	40 %	20%	20 %	20 %	
	1 st State ment	-	40 %	40%	-	20 %	5 th State ment	20 %	40 %	10%	10 %	20 %
	2 XI State ment	10 %	60 %	20%	-	10 %	6 th State ment	30 %	30 %	20%	10 %	10 %
	3 rd State ment	-	60 %	30%	-	10 %	7 th State ment	-	60 %	40%	-	-
	8 th State ment	10 %	70 %	20%	-	-						

9	9 th Statement	30%	60%	10%	-	-
10	10 th Statement	10%	40%	30%	20%	-
11	11 th Statement	-	50%	30%	-	20%
12	12 th Statement	-	10%	30%	40%	20%

13	13 th Statement	-	30%	20%	20%	30%
14	14 th Statement	10%	50%	20%	10%	10%
Total Average		8.57%	45.7%	24.2%	9.28%	12.14%

Based on research finding In the anxiety comes from threat category, there are 2 points in number 4 which states (I believe making a mistake or error while speaking make me look funny or inferior to others) and 10 states (I think speaking in front of people make me prominent among others). The results of the number 4 student's statement gave a score of 40% and for number 10 it was 60% this meant that the majority of students stated that they were anxious to speak English because they felt threatened to be laughed at and considered stupid by English friends and teachers when they were unable knowledge speak correct English. Therefore students should learn harder to practice their English skills so they do not feel threatened when speaking English because they are unable to do so.

b) Conflict

a) Threat

In the anxiety comes from conflict category, there are 3 statement points which are number 11, 12, 13. Point number 11 students choose to agree as much as 50%, namely (I do not get enough chance to practice English outside my classroom, number 12 has agreed as much as 10% (My parents expect me to be proficient in the language, which creates a huge pressure on me) then for number 13 as many as 30% agree that (I feel uncomfortable to communicate with someone from opposite sex.) It can be concluded that the majority of students feel they are worried about speaking English because their ability to speak English is contrary to what they get from their selves like they don't have much time in practicing English, parents are forced to be able to speak English, because they actually have the fear to communicate with the opposite sex.

c) Fear

In the fear category students, there are 7 points in the statement that is number 1,2,3,5,6,8,9. that is number 1 (My pronunciation is not good) as many as 40% of students give answers agree that anxiety in speaking English comes from this. Statement number 2 as many as 60% of students answered agree that (My knowledge of English vocabulary is inadequate), statement number 3 60% of students agreed that (My knowledge of English grammar is inadequate) and in statement number 5 that (I have a fear of failing in my speaking test) as many as 40% of students chose to agree that this statement was one of the causes of English anxiety speaking then in statement number 6 that (I face difficulties to speak on something in English during the test that I have not practiced before) as much as 30% students answered agree and 30% of students also answered very much agree then for the next statement that is statement number 8 stating (I believe that I am more fluent in speaking in English than me) 70% of students answered agreed that this statement was one of the heretics of their English anxiety speaking, and for the last namely statement number 9 stating that (I have a fear of speaking with someone whose English is better than mine.) students choose to agree as much as 60%. This can be concluded that students' anxiety in speaking English is caused by

fear that is fear of their lack of English language knowledge, they have the fear of failing the speaking test, and they have the fear of speaking English with people who are more proficient in speaking languages English compared to them. In this problem students should practice speaking English more with their friends who are more proficient in speaking English and do not need to feel burdened by their lack of ability

d) Unfulled need

In the anxiety category comes from the need for unfulled need, as many as 60% of students choose to agree on the statement (I try to memorize my presentation scripts and sometime I get stuck or forget word). Here it can be concluded that students' anxiety in speaking English is caused by the student himself. He tries to memorize the presentation sheet but he is unable to remember it so students have a desire to remember but in reality they are unable to remember it so that their anxiety arises because of a desire they cannot achieve.

2) The description of the manifestation of the students speaking English anxiety

For the research question of the students speaking English anxiety are: Interviews are part of the technique that researchers use in research, this is what researchers consider to be a situation where information is obtained by continuing observation techniques, namely interviews or by asking informants to produce information that is

able to answer the problems in this study. At this stage the researchers collected data was conducting interviews about anxiety speaking English with 10 students. According to Nevid Jeffrey S, Spencer A, & Greene Beverly (2005:164) there are 3 categories of students speaking English manifestations those are 1) physis, 2) cognitive, 3) behavioural. Here are the results

a) cognitive manifestation

English language learning habits other subjects at the time of teaching and learning in English subjects is the subject does not repeat materials English lesson. Subjects feel bored if the teacher tries to repeat material related to English such as introducing a vocabulary with the aim that subjects at least a little understanding what he learned. When subjects are given a question of English like memorizing vocabulary without being shown the example of vocabulary subjects have difficulty. From there students end up having trouble when required to speak english and also anxiety for not being able to do it.

“kadang-kadang membosankan”

(Respondent 1)

“nggak suka gurunya jahat”

(Respondent 2)

“eumm... kalo menurut saya sih kurang perhatian dari gurunya soalnya banyak dari guru Cuma

terlalu ngereken muridnya yang nggak bisa”

(Respondent 3)

“ya kita mengikuti dengan baik sesuai dengan yang diarahkan guru”

(Respondent 4)

“membosankan”

(Respondent 6)

“sabar dalam menghadapi murid-murid”

(Respondent 7)

“cukup telaten,”

(Respondent 8)

“menjelaskan pake bahasa inggris”

(Respondent 10).

(interview note 6, 1/05/2018)

At the time of studying English students learn to feel humble and not confident with his abilities that's why students rare to speak English, they only want to speak English while :

“ketika disuruh guru”

(Respondent 1)

“tidak pernah karena saya nggak bisa”

(Respondent 2)

“ya lumayan sih karena cuma pas ada pelajaran bahasa inggris disuruh ngomong bahasa inggris”

(Respondent 3)

“tidak terlalu”

(Respondent 4)

“ya sering tapi salah-salah kayak ngawur nggak bisa soalnya”

(Respondent 5)

“ketika disuruh guru”

(Respondent 6)

“kalo waktu SD sih belum mengenal kata-kata bahasa inggris”

(Respondent 7)

“jarang, soalnya nggak bisa”

(Respondent 10)

(interview note 10, 1/05/2018)

Other subjects' English learning habits during the teaching and learning process in the English language subject are the subject does not repeat the material in English. Subjects will feel bored if the teacher tries to repeat material related to English language such as introducing vocabulary with the aim that the subject at least understand what he is learning. When subjects are given an English question such as memorizing vocabulary without being shown a sample of vocabulary, the subject will experience difficulties. From there students end up having difficulties when they are required to speak English and also worry about not being able to do it.

“gugup, cemas, canggung”

(Respondent 1)

“takut dimarahi guru karena gurunya jahat”

(Respondent 2)

“menyenangkan terus menantang”

(Respondent 3)

“takut salah karena gugup dan salah kosa katanya”

(Respondent 4)

“saya takut tapi pura-pura nggak takut biar nggak dimarahin gurunya”

(Respondent 5)

“gugup,”

(Respondent 6)

“takut jadi keringetan”

(Respondent 7)

“gugup soalnya nggak terbiasa bicara bahasa inggris”

(Respondent 8)

“kesel, dag dig dug, takut salah salah soalnya nggak bisa kosa-katanya, grmmarnya”

(Respondent 9)

(interview note 10, 1/05/2018)

* When attending English lessons students experience a sense of humility and lack of confidence in their abilities as mentioned above and eventually feel anxious to be the center of attention in class when speaking English.

“gugup, cemas, takut salah”

(Respondent 1)

“malu,”

(Respondent 2)

“cukup tegang karena nggak terlalu bisa bahasa inggris juga sih”

(Respondent 3)
"senang karena diperhatikan"

(Respondent 4)
"ya malu sih tapi kalo masih
tingakt temen-temen sendiri ya
nggak apa-apa"

(Respondent 5)
"takut ditertawakan"

(Respondent 7)
"malu soalnya biasanya
dibertawain sama temen-temen"

(Respondent 8)
"perasaannya aneh ya soalnya kan
kayak ngomong bahasa alien saya
ngga ngerti mereka juga nggak
ngerti"

(Respondent 9)
(interview note 12, 1/05/2018)

Because they are lacking in English subjects they are very anxious and when they are given questions by the teacher while the lesson is in progress it all is very influential for them. Then the students feel they are :

"gugup, cemas, takut salah"

(Respondent 1)

"takut, deg-degan"

(Respondent 2)

"iya pertamanya sih kalo salah jawab malu tapi dibuat pelajaran karena kadang ada game kan ya diuat happy enjoy aja"

(Respondent 3)

"bingung menjawab dan aga malu cuman biasanya kayak ditertawakan gitu"

(Respondent 4)

"kalo saya ngerti ya saya jawab takut salah karena bisanya tulisan sama bacanya ada yang sama tapi artinya beda"

(Respondent 5)

"ya malu miss kalo nggak bisa jawab"

(Respondent 7)

"bingung, gugup
mengeluarkan kata-kata"

(Respondent 8)

(interview note 14, 1/05/2018)

b) Physic manifestation

Due to the anxiety and fear of the students to experience the symptoms of anxiety is not only psychic but also physical.

* "menggoyangkan kaki sama menggeggam tangan"

(Respondent 1)

"pingin pipis, gagap"

(Respondent 2)

"ya kadang sih gemetar kalo aku kakiku yang nggak bisa diem"

(Respondent 3)

"bingung mau ngapain sama badan terasa dingin"

(Respondent 4)

“saya kadang deg-degan keringetan terus kayak merinding gitu.”

(Respondent 5)

“pusing, lemes, keringetan”

(Respondent 7)

“gemetar, panas dingin.”

(Respondent 9)

(interview note 14, 1/05/2018)

c) Behavioral Manifestation

Because they are anxious not able to speak English they tend to avoid behavior. Like when the teacher is giving questions randomly they do a variety of ways so as not to stand out and not be appointed by the teacher.

“izin ke kamar mandi.”

(Respondent 1)

“pergi ke kamar mandi biar nggak ditanya”

(Respondent 2)

“ya berdoa biar nggak dipilih tapi kalo kepilih ya buka kamus”

(Respondent 3)

“santai aja dan perhatikan gurunya”

(Respondent 4)

“saya nunduk nggak mau liat matanya guru”

(Respondent 5)

“itu miss sembunyi di bahu temen”

(Respondent 7)

“emm pura-pura ambil pensil di bawah”

(Respondent 9)

Whereas when interviewed about how difficult it is for them to remember vocabulary and formulas in English they feel very difficult causing anxiety to occur and how they handle it.

“bertanya pada teman yang pintar”

(Respondent 1)

“Tanya temen saya sebangku”

(Respondent 2)

“mencoba berani”

(Respondent 3)

“belajar dan liat di kamus”

(Respondent 4)

“kadang Tanya sama temen sebangku dan juga liat-liat kamus buat translate”

(Respondent 5)

“ya dijawab pelan-pelan sambil diingat-ingat”

(Respondent 8)

b. DISCUSSION

1) The Description of The Factors of The Students Speaking English Anxiety

the result from the total percentage of the questionnaire above in table 4.4, the maximum average of students response is a strongly agree 8.57% students, the second students choose 45.7% agreed ,moderately agree 24.2% and the disagree is 9.28% and 12.14% students choose the strongly disagree, from the result of students speaking English anxiety factor's questionnaire above it can be concluded

that speaking English anxiety comes various factor especially from threat, conflict, fear and unfulled need. It can be proved from the questionnaire result that most of the students chose agree that they feel threat by teacher and friends, conflict that effect their speaking English, fear of making mistake or failure, they try to remember the material but they not able to do that.

From the results of the discussion above, it can be explained that the factors of anxiety are threat, conflict, fear and unfulled need. not only from the results of research conducted by researcher, but in previous studies that are also relevant to this study also found the results of the same conclusions, entitled an investigation of English language anxiety – experiences of undergraduate students in Bangladesh. It also supported by (Collins 2001:87) he says that anxiety arises because of four item those are: threat, conflict, fear and unfulled need.

2) The description of the manifestation of the students speaking English anxiety

For the research question how the students manifest their speaking English anxiety. from the results of the students speaking English manifestation the cognitive category, majority of the students answer nervous, anxious, awkward and anxious that the teacher will angry for them when they asked about when they have to speak English although that cannot do that.

For the next question the students are still lack of competition of the english's items but they divorce by their teacher to speak English in the class, majority of the students afraid, shy, they feel confused what things they have said, anxious of wrong pronunciation, anxious being laughed by their friends. And for the physic category question what is the physic manifestation which the students feel, majority of the students answer shaking their leg and hands, cold hand, their body feel sweating, limp, fritghtened. Next for the behavioural category question how the students dodge the teacher who wanted the students to answer English question, the majority of the students answer pretending go to the toilet, do not try to look at the teacher eyes, put their heads down. And next question how the students handle that feel, majority of the students answer asking their friend who are smart at English, read the dictionary, try to remember slowly.

From the results of the discussion above, it can be explained that the students manifestation of speaking English divided into three categories those are cognitive manifestation, it is means that the students show their manifestation through the mental manifestation such as anxious, afraid, nervous. And next through physic manifestation it is means that the students show their speaking English manifestation through physic such as shaking hand and leg, their body feel their body feel

sweating, not only from the results of research conducted by researcher, but in previous studies that are also relevant to this study also found the results of the same conclusions, entitled Students' Perceptions of Language Anxiety in Speaking Classes it also do the same thesis and the result also a little bit similar. It also supported by Nevid Jeffrey S, Spencer A, & Greene Beverly (2005: 164) that classify the symptoms of anxiety in three types of symptoms, including: physical symptoms, cognitive symptoms, and behavioural symptoms.

4. CONCLUSION

Based on the research findings and discussions, there are two things to

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conclude. Firstly, is the students' speaking English anxiety. It is widely accepted that anxiety plays a crucial role while learning a second language. The impact of such an emotional arousal in language learning and its debilitating effects has long been considered in language classroom. So in this study I have found that during the learning process, anxiety seems to be one of the major obstacles for the senior high school students. The results of the study revealed that most of the students are anxious. There four category of students' speaking anxiety those are threat, conflict, fear and unfulled need.

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