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AN ANALYSIS OF STUDENTS' SPEAKING ANXIETY IN SPEAKING ENGLISH AT TENTH GRADE STUDENTS OF MAS RADHATUL AKMAL

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ABSTRACT

This research aimed to describe students' anxiety in speaking English at tenth grade of MAS Raudhatul Akmal Batang Kuis. This study is intended to know the level of students' anxiety and figure out what factors that may contribute to students' anxiety in speaking English. This research used qualitative method with case study approach. The data collected from the observation, questionnaire, and interview. The questionnaire was developed by Horwitz and consists of 33 items with 5 point Likert-Scale. The result of this research showed that one student (5%) who experience anxious level, 11 students (61%) are in mildly anxious level, and 6 students (34%) students have relaxed level. And there are some factors in anxiety, students feel anxious when they are speaking in front of the class, they felt uneasy because all the students pay attention to them, being laughed at by others, fear of making mistake, unclear explanation and lack of preparation.

Keyword: Speaking Anxiety, Anxiety Level.

INTRODUCTION

Language is considered to be a system of communicating with other people using sounds, symbols and words in expressing a meaning, idea or thought¹. In Indonesia, English is the first foreign language which has played important roles in the development of Indonesia it is use as a means of communication when Indonesia

wants to cooperate with other countries. Accordingly, Indonesian government has definite that English is one of subject curriculums in Indonesian school. It becomes a local subject in Elementary School, includes subject in Junior High School, Senior High School and subject of the higher education institution. It is hoped that Indonesian students can master English through at their education.

English as a foreign language is extensively used in education system in Indonesia from the primary up to higher level. The main goal of learning English is to enable students to communicate in English. Therefore, they must be able to use English to convey the message accurately and smoothly, so that the message can be received correctly. In short, the students should be able to use English in communication in daily life.

In learning English, there are four skills that are needs to be mastered by students. They are listening, speaking, reading and writing. According to Richards & Rodgers in Leong and Ahmadi, one of them is speaking, speaking as productive skill². Speaking is the productive skill that the students can produce the text and it should be meaningful. The most often the first impression f a person is base on the students' ability to speak fluently and that is an important part of everyday interaction. Moreover, Richard states that speaking is one of the central elements of communication in EFL (English as a Foreign Language) teaching; it is an aspect that needs special attention and instruction³.

Realizing that the purpose of learning English is to reach the communicative ability, students should master speaking skill. Speaking is found to be the most fundamental element in English communication speaking skill. However, speaking in the class is one of the way to reach of learning goal for mastering speaking sill. Also, having the ability in

¹ D HamidahSholihatul, (2019),*Language and Society*, Medan: LPPI, p.9

² Leong Lai-Mei & Ahmadi Seyedeh Masoumeh, *An Analysis of Factors Influencing Learners' English Speaking Skill*, International Journal of Research in English Education, 4(3), (March, 2017) : 34 - 41

³ Richards Jack C. And Willy A. *Methodology in Language Teaching Anthology of Current Practice*, (Cambridge: Cambridge University Press, 2002), p.210

speaking is important for being a professional and personal success person due to it plays all important roles in the life which will affect the ability for arguing in general⁴.

However, from students teaching process there are many problems in mastering speaking. One problem of the students is related to emotion. If students were experiencing emotional strain it can inhibit or disturb the concentration of study and can also appear nervous and stuttering in the liver⁵. Emotions are important in the classroom since it has impact on speaking. They influence learners' ability to process information and to accurately understand what they encounter⁶. Brown states that emotions affect learning in the most fundamental way because they are the foundations of the learning strategy and technique⁷. It means that every situation in the students is accompanied by affective both on the weak level and board level.

According to Rozakis, there square measure ten excuses utilized by folks to avoid speaking before of the audience⁸. They avoid speaking before of the audiences due to mastering the subject, brooding about mocking by friends, having a nasty temporal arrangement, feeling embarrassed, feeling nervousness, feeling concern of the accent, having a physical distressful, having unhealthy memorizing, and thinking an excessive amount of regarding the audience attention. Even publicly speaking, most of scholars do speaking within the category even have nearly same reasons.

Most of the obstacle reasons mentioned above is included in affective factor. Tuan sates having low motivation, lack of self-confidence and feeling anxiety are included in affective factors⁹. One of the affective factors which often happen while speaking performance is speaking anxiety. It may be a big role in speaking while the students do their speech in front of many people. Even though the speaking anxiety in speaking is a common fear among students, many teachers do not pay attention about it. They only focus on the accuracy and fluency of students' speaking ability without considering the affective factors.

⁴ Aidil Syah Putra, *The Correlation between Motivation and Speaking Ability*, Channing Journal of English Language Education and Literature, 2(1), (2017): 36-57

⁵ Syamsu Yusuf, *Psikologi Perkembangan Anak dan Remaja*, (Bandung: Remaja Rosdakarya, 2009), p.115

⁶ Serge Gabarre., et al, *Addressing Foreign Language Learning Anxiety with Facebook*, Creative Education, 7(1), (January 2016): 58-67.

⁷ Douglas, H Brown., *Breaking the Language Barrier*, (Yarmouth: intercultural Press, Inc., 2000), p.73

⁸ Weni Delfia Mitha , Zul Amri & Don Narius, *An Analysis Of Students' Speaking Anxiety Faced By The Fourth Semester Students Of English Education Study Program Of English Department Of Universitas Negeri Padang*, Journal of English Language Teaching, 7(3), (2018): 466-479

⁹ Nguyen Hoang Tuan and Mai Tran Ngoc, *Factor Affecting Students' Speaking Performance at Le Than High School*. *Asian Journal of Education*, 2 (3), (2015): 34-51

If the teachers do not pay attention to students' speaking anxiety, it will affect students' prestige and achievement.

Anxiety harms students' performance by way of worry, self-doubt, and reducing participation. In addition, according to Krashen, debilitating anxiety can raise the effective filter and form a 'mental block' that prevents a comprehensible input from being used for language acquisition¹⁰. Anxious students will have difficulties in following lessons and their speaking. They may learn less and also may not be able to demonstrate what they have learned to practice. Even worse, they may experience more failure, which in turn escalate their anxiety.

Various institutions of formal and non-formal have organized English language program do the same to provide the capacity (skills) to speak English to their students. In this research, the researcher focuses on speaking skill and critical thinking in English community. Ibn Kathir comments on this verse, saying: If anyone wants to argue and debate with them, then let him do so in the best manner with kindness, gentleness, and good preaching.¹¹

Students feel anxious regardless of their preparation of learning that language; like wondering about what other might think of them when they perform their English, the familiarity of the topic used in English learning, how low their achievement could be, etc. Whatever the cause, whatever the level of anxiety, we can be sure of one thing: anxiety will affect students' performance¹². This is why learning other language could be hard for them. One is regarded succeed in learning a language if he could perform that language well enough to be understood by other people. It means that skills like speaking and listening become more important than the other skills.

However, learners' language anxiety might not be eliminated or avoided. It is almost impossible for language learner not to have the feeling of anxious. Feeling anxious is an indication that he or she has courage to be successful language learner. In this sense, anxiety can be considered as positive language learning variable. Foreign language

¹⁰ Stephen Krashen, *Second Language Acquisition and Second Language Learning*, (New Jersey: Prentice Hall International, 2001), P.85

¹¹ Tafseer Ibn Kathir 16:125

¹² Yoshiko Saito & Keiko K. Samimy, Foreign Language Anxiety and Language Performance: A Study of Learner Anxiety in Beginning, Intermediate, and Advance Level College Students of Japan, *Foreign Language Annals*, 29(2), (2015): 239-249

students' positive expectations for their own performance are important predictors of their future success¹³.

Meanwhile, during the researcher examined in MAS Raudhatul Akmal's tenth grade students, many students look nervous when they get the task of speaking English in front of the other individuals during the learning process. When they speak up in front of the class, it may look; they illustrate the indication of student anxiety in speaking English. The signs are: more sweat because they are anxious, they are nervous.

The researcher found signs of anxiety among the students. Several of them got high-strung, created rejection and reduced participation in the classroom. The students had issue to talk up within the classroom, as a result of the lack of assured and plenty of students had less motivation and passive in learning speaking. They were forced associate anxious to speak. They were fearful and back to speak up in English. As a result of they were disturbed concerning manufacturing mistake.

This research is also intended to investigate the type and the level of speaking anxiety by tenth grade students of MAS Raudhatul Akmal. Investigating the dominant aspect language anxiety is another aim of the research. The researcher needs to know the trigger factor. From the background above, the researcher decides to conduct a research entitled **“An Analysis of Students’ Speaking Anxiety in Speaking English at Tenth Grade Students of MAS Raudhatul Akmal”**.

RESEARCH METHODOLOGY

The researcher uses descriptive qualitative approaches in this work. It is because the researcher collects the information in doing this report, makes an interpretation, and finally makes a conclusion. Brumfit and Rosamond said that descriptive qualitative research seeks to provide as accurate an account as possible of what current practice is, how learners study, what the classroom looks like, in a classroom.¹⁴ This analysis is a qualitative descriptive survey. This is because the researcher explains the anxiety of the students when speaking English, the factors that cause the anxiety of the students and their strategies to resolve the anxiety when speaking English at tenth grade of MAS Raudhatul Akmal.

¹³ Daley, S.E., Hammen, C., Burge, D., Davila, J., Paley, B., Lindberg, N., & Herzberg, D. S., Depression and axis II symptomatology is an adolescent community sample: Concurrent and longitudinal association. *Journal of Personality Disorders*. 1(3), (2009): 47-49

¹⁴ Christopher Brumfit, and Rosamond, M, *Research in the Language Classroom*, (London: Macmillan Publishers Ltd., 2005), p.11

Rangkuty in Maulidiyah stated that population is the whole of object or subject in a given area and have qualification that related with research problem that will be studied¹⁵. Population is a group of people which is used as the respondents of a study. In this research, the populations are the all students of MAS Raudhatul Akmal. Besides, sample is a part of population which wants to be analyzed. Emzir has argued that sample is representative of the population about which we will make generalization¹⁶. Shortly, sample may be a a part of population that being ascertained. The sample of this research is one class of the students of X IPA 1 in MAS Raudhatul Akmal.

According to Sugiyono observation is complex process, a process that composed of variety of biological processes and psychological processes¹⁷. Sarwono notes the observation to document the activities, actions, objects in view and other things in the study that need help. Observations are process monitoring based on the theories above, see the phenomenon in the subject place¹⁸.

The researcher is a passive participant in this study to get the results. The researcher enters the class and follows the method of teaching. The researcher observes passively without being active in the teaching and learning process in the classroom.. The observation conducts to get the data about students' anxiety in teaching learning process of speaking. The researcher uses both documenting and the teaching learning process to get the information. The recording was carried out by a recording unit, a video recorder or voice recorder. Before the class starts, the researcher prepares the recorder.

To get a clear voice, the researcher placed the recorder near the instructor. During the observation, the researcher herself took this note. Before going to observe, the researcher prepares the noted checklist. Finally, the researcher compares both the field note and the recording to ensure the obtained data. The recording is a transcript and the completion of the note taken will be additional evidence. The researcher examines what

¹⁵ Yuliana Mauludiyah, *The Correlation Between Students' Anxiety and Their Ability in Speaking Class*, (Thesis, IAIN Tulungagung, 2014), p. 34

¹⁶ Emizir Khodadady, *Exploring the Role of Anxiety and Motivation in Foreign Language Achievement: A Structural Equation Modeling Approach*, (Porta Linguarum Vol 20., 2013), p.269-286

¹⁷ Sugiyono, *Metode Penelitian Pendidikan, Pendekatan Kualitatif, dan R&D* (Bandung: Alfabeta: 2012), p.5

¹⁸ Sarwono Jonathan, *Metode Penelitian Kuantitatif & kualitatif* (Yogyakarta: Graha Ilmu:2006), p.16

happens, especially in learning voice, during the teaching learning process. The researcher observes the distress that students experience while speaking English.

Ary stated that questionnaire and interview can be applied to collect information from groups of subjects in a research¹⁹. A survey or questionnaire is that the main tool or instrument accustomed collect data in descriptive survey research study²⁰. Creswell states an Open-Ended queries on Questionnaires, suggests that on questionnaires, you'll raise some queries that are closed finished some that are open finished²¹.

Interview is a form of verbal communication aimed at collecting data. Interview is a data collection technique by asking orally a variety of questions to be answered orally as well. In addition, it is a direct face-to-face attempt in the form of verbal responses from one or more respondents to obtain accurate and valid steps. According to Bungin, an in-depth interview is a method of gathering information through face-to-face interrogation between the interviewer and the informant or interview, with or without the use of an interview guide for research purposes²².

Most qualitative research works from the point of view that information is situated and contextual, and therefore the aim of the interview is to ensure that the appropriate context is focused in order to build situated knowledge during the interview through dialogic and other interactions. Most would accept that in interviewing situations, information is at the very least reconstructed, rather than evidence simply being recorded. In this sense, interpretation and comprehension are produced in an interaction that is essentially a co-production that includes researchers and interviewees. Therefore, qualitative interviews appear to require the creation or reconstruction of information rather than the excavation of it²³.

The researcher is planning questions about their anxiety and success in speaking. The investigator conducted some procedures to gather the interview data. These are (1) planning the idea of questions to be answered and (2) transcribing the outcome of the interview to the researcher..

¹⁹ Ary, D., *Introduction to Research in Education*, (Belmont: Wadworth, 2010), p.132

²⁰ Marguerite Lodico, *Methods in Educational Research*, (USA: Wiley Imprint, 2010), p.122

²¹ Jhon W. Creswell, *Educational Research (Fourth Edition)*, Jersey: Prentice Hall. 2005), p.205

²² Bungin Burhan, *Penelitian Kualitatif: Edisi Kedua* (Jakarta: KencanaPrenada Media Group, 2007), p.23

²³ Jennifer Mason, *Qualitative Researching*, (London : SAGE Publications, 2002), p.44

In this analysis, at the end of the teaching learning process, the investigator interviews 4 students. The students' interview is used to collect data about their factor that triggers anxiety in speaking English and methods to resolve the anxiety of students in speaking English. The researcher also uses notice technique to obtain information that has been clarified before.

FINDING AND DISCUSSION

The researcher describes the result of research finding and discussion to answer the research questions, which have been collected from the observation, FLCAS questionnaires that have been distributed to all respondents, and interview. The important part of this section is to describe the factor of students' anxiety in speaking English. Afterwards, the researcher will get the description of the final result.

They worried about grammatical and pronunciation mistake. Some of students were mostly anxious in speaking activities such as speaking in front of the class, being called on by the teacher. The students felt difficult to show their ability, they felt nervous, self-doubt, worry. The investigator discovered that the element of the student's anxiety concerned some matter. Unprepared content was the variable that made the students feel nervous. The teachers would study the content before the students came in front of the class and they had to think about it. Then the researcher noticed that the students were reluctant to learn to communicate in a foreign language and had difficulty communicating what they should speak. It also seemed like when the instructor gave a lecture, students could feel nervous. When they did not understand the lecture, they started to feel uneasy. In addition, it also showed that students frequently laughed at students who made an error. When their peers mocked them, several students seemed anxious.

The questionnaire was adapted from Horwitz, and Cope. After analyzing the data, the result showed that most of the students admitted that they were getting mildly anxious in speaking English. There are 11 students (61%) who experience mildly anxious level. Then, 6 students (34%) have relaxed level and only one student (5%) from 17 students in anxious level. Many students experienced anxiety in the EFL classroom and it affects them negatively.

The researcher found that aspect the bothered the participants most about English classroom were speaking activities and unclear explanation. They also spoke of their concern that peers will make mistakes and be mocked. The participants replied when asked why they feel so nervous that they feel anxious when they do not study the material

enough and do not understand what the instructor said. They also talked of the fear of peers being mocked, so they became nervous. They felt nervous, however, because they had minimal grammar and vocabulary. They figured other students were better than them, too.

Discussion

Based on 33 FLCAS questionnaire's statements, there were varieties of responses from the all respondents. The researcher found that 18 students who had different levels of anxiety in speaking English. There were 11 students (61%) who experience mildly anxious level, and the range score for mildly anxious level start from 87 until 107. There were 6 students (34%) who experience relaxed level, and range score for relaxed start from 66 until 86. There was only one student (5%) who experience anxious level and the range score for anxious level start from 108 until 123. And there were no responses for very relaxed and very anxious level in this research.

From the total of 18 students, only one student (5%) experience the anxious level and the most of the students are in the normal level of anxiety. Severe anxiety is the feeling caused by believes that something is different which makes them feel that they are being threatened by their surroundings. The characteristics of people with severe anxiety can be seen from their behavior or feeling that always wants to be free, agitated, very anxious, , poor eye contact, confused, denial, withdrawal, the need for increased space, and shaking.

Eventually, most of the students (61%) experience the mildly anxious level. It could say that normal condition when many people are also feeling nervous when they have to perform something in front of the audience. The characteristics of people with moderate anxiety are the feelings of being uncomfortable, sound changes, sweating, sensitive, unconsciousness, back pain, and headaches.

Meanwhile, only 6 students (34%) in the level relaxed. It means that, they have no problem with their anxiety level. The characteristics of people with mild anxiety are unable to sit still, tend to be alone, lips tremble, pulse and blood pressure increased, wrinkled face, and a little impatient.

Based on the research finding, the researcher found that most of tenth IPA 1 grade Students MAS Raudhatul Akmal felt anxious when speaking English. There were some factors causes speaking anxiety faced by students when practice speaking in class. Most of

the participants responded that they were very concerned about having to speak in front of the class. They frequently answered that they started to worry when their teacher asked them to practice their speaking in front of the class. One student reported that just simply being called on can produce anxiety.

In the observation, the researcher noticed that half of the students were panicking and focusing in order to organize the material to be provided in front of the class. When the performance was running in speaking class, this situation occurred. In the first class observation, the researcher discovered several issues related to the student anxiety factor. Unprepared content was the primary factor that made the students feel nervous. The students had to study the content before the students came in front of the class and they had to hear about it. The researcher argued on the basis of the observation that the students were panicked by the effect of unprepared material and lost the material.

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