

AN ANALYSIS OF STUDENTS' SPEAKING ANXIETY IN NINTH GRADE STUDENTS OF MTS ILHAM PALEMBANG

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Abstract

Speaking is the action of convey information or expressing the idea and feelings in spoken English. This research explained about analysis the students' speaking anxiety in ninth grade students of MTs Ilham Palembang. This research used qualitative research method, The researcher chose the ninth grade class which consists 68 students. In collecting the data, the researcher used observation, interview and questionnaire. The researcher used three major phases of the data analysis, they were: data reduction, data display and conclusion drawing verification. From the data analysis, the researcher found some conclusion of students' speaking anxiety at the ninth grade as follows: first, researcher found that students' speaking anxiety factor were: felt self-prediction toward fear, irrational faith, over sensitivity toward threat, the sensitivity of anxiety, wrong attribution body signal, low self-efficacy. Second, the causes of students' speaking anxiety that student' were unconfident to speak English, fear to make mistakes when speaking, anxiety when teacher asked to speak up, and shy to perform in front of class.

Keywords : Speaking, Anxiety

INTRODUCTION

In learning English, there are four skills that are need to be mastered by students. They are listening, speaking, reading and writing. One of them is speaking, speaking as productive skill (Jack and Theodore, 2012). Speaking is the skill that the students will be judged upon most in real-life situation. It is an important part of everyday interaction and most often the first impression of a person is based on the students' ability to speak fluently and comprehensibly. Moreover, (Richard, 2012) state "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 instruction”.

Speaking is much to be used in communication. Because by speaking, people can communicate directly and others can give and grab responses in a short time. Moreover, (Nunan, 2014) stated that people must master the art of speaking is the single most important aspect of learning a second or foreign language, and success is a measured in terms of the ability to carry out a conversation the language target. Usually, we cannot live without doing some speaking activities with the other. Moreover, speaking is not easy but we must try it since it is a way to express ideas and opinions directly what we are thinking.

Nevertheless, there are many problems in mastering speaking, from students teaching process etc. One problem of the students are 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 liver (Syamsu, 2014). Emotion is important in the conversation or classroom activities, since it has good impact on learning. (Brown, 2017) states that emotions affect learning in the most fundamental way because they are the foundations of the learning strategy and technique. It means every state in students self that accompanied of affective both at the weak level and broad level.

Emotions are grouped in two kinds, sensory emotion and mental emotion. First, Sensory emotion is the emotion evoked by the stimuli from outside to the body, examples: cool, sweet, tired, satiety, and hunger. Second, mental emotion is the emotion has psychiatric reasons. Example: intellectual feeling, social feeling, morality feeling, aesthetic feeling, definite feeling (Syamsu, 2014). So that the emotion is arise due to influence from changes in physical or individual activities. In the regard of foreign language, students' emotions tend to be more discouraging rather than encouraging. One of the emotional states that make such process become difficult is anxiety. Anxiety can be divided such as feeling of tension,

worry, and anxiety will impede students' ability to perform successfully in a foreign language classroom. According to Oxford, "Most language research shows a negative relationship between anxiety and performance (Rebecca, 2016), for example, when the teacher asks students to practice in front of the class. Some of them thought that if they make mistake, their classmate will laugh at them. So they preferred to be quite. That condition leads the students to feel anxious in classroom and it may influence their speaking ability. Anxiety harms students' performance by way of worry, self-doubt, and reducing participation. In addition, according to (Krashen, 2018) debilitating anxiety can raise the effective filter and form a 'mental block' that prevents a comprehensible input from being used for language acquisition. 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.

Meanwhile, during the researcher analyzed in ninth grade students of MTs Ilham Palembang, the researcher found signs of anxiety among the students. Many of them got jittery, created avoidance and reduced participation in the classroom. The students had difficulty to speak up in the classroom, because they lack of confident and many students had less motivation and passive in learning speaking, they were forced an anxious to speak. They were fearful and shy to speak up in English, because they were worried about producing mistakes. Some students also believed that English is a difficult subject. They believe that it can influence their self-esteem and make them to feel anxiety in classroom. In the last, when they were asked to speak up, they started to stammer. Furthermore, some of them cannot produce the sound or intonation even after a amount of repetitions because they were not sure if they can speak up in English. It was difficult for the researcher to do proper speaking activities with them. Since anxiety can have main effects in English foreign language, it is important to know the students' anxiety.

Therefore, the researcher wanted to investigate what the factors felt by students, may contribute to the anxiety in trying to understand the problems of anxiety in English Foreign Language more deeply.

RESEARCH METHOD

In this research, the researcher used qualitative approach and case study approach, qualitative research is a concern with developing explanations of social phenomena (Hancock, 2016). Understanding the research environment and all its most in social psychological. According to Creswell in (Satori 2018), Qualitative Research is an inquiry process of understanding based on distinct methodological traditions of inquiry that explore social or human problems. Qualitative method was chosen because this study aims at providing an insight into the case of language anxiety in the ninth grade students of MTs Ilham Palembang, specifically anxiety in English language. According to (Fraenkel, 2017), case study a qualitative study approach that studies a single individual, group, important example to formulate interpretations to the specific case or to provide useful generalization. Therefore, the study case approach allow the researcher to study particular students in an attempt to understand the case of language anxiety. The researcher used purposive sampling technique. According to (Arikunto, 2016), purposive sampling technique is sampling technique which is done because limited time and finding, it means in this research, researcher was chosen the subject according to the need and purpose of the research. The researcher used the ninth grade as a subject of the research, it consist of 21 males and 47 female so the writer analyze students' speaking anxiety. Observation is complex process, a process that composed of variety of biological processes and psychological processes (Sugiyono, 2017) Based on the theories above, observations is process

monitoring, see the phenomena in subject place. In this technique of collecting data, the researcher observation to recognize how the condition of students what they feel anxious when speaking English foreign language in learning process. There for the researcher observe to find the data. Interview is kind of verbal communications, which aims to obtain information. Interview is collection tool information by asking a number of questions orally to be answered orally also, According to (Lodico, 2015) there are three types of interview, they are: structured interview, semi structured interview and non structured interview. Interview is a conversation for gathering information. A research interview involves an interviewer who coordinates the process of the conversation and ask question, an interviewer who response to those questions. In this research, the researcher give interview to teacher about speaking anxiety in class most in learning in speaking skill. Interview use to support the observation and questionnaire. Questionnaire is a list of questions used by writer to get from the students directly through a process of communication or ask questions. Questionnaire is a group or sequence of questions designed to obtain information on a subject from respondent (Lodico, 2015). The researcher give questionnaire to the students in order to know the students speaking anxiety and the researcher find out the speaking anxiety in English foreign language.

Table 1
Specification of observation

No	Components	Indicator	No Item	Total item
1	To know students speaking anxiety in English	To know the students feeling of over self-prediction toward	1,2	
		To know students irrational faith	3,4,5	
		To know students problems in over sensitivity toward threat	6	

	foreign language	To know students factors make sensitivity of anxiety	7	10
		To know students wrong attribution body signal	8,9	
		To know why students have low self-efficacy	10	

Table 2
Specification of interview of the teacher

Components of Observation	Indicator	Total Item
To know teacher's learning in the class	Ask the teacher about the process learning and influence of over self-prediction toward fear	1
	Ask the teacher about student's irrational faith	1
	Ask the teacher about student's fear to threat	1
	Ask the teacher about student's emotion while face the subject	1
	Ask the teacher about student's body reaction	1
	Ask the teacher about student's desire in speaking without self-efficacy	1
3	Total item	6

Table 3
Questionnaire guideline for the students

No	components	Indicator	No Item
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I	1 To know students speaking anxiety in english foreign language	To know the students feeling of over self-prediction toward	1,2
		To know students irrational faith	3,4,5
		To know students problems in over sensitivity toward threat	6
		To know students factors make sensitivity of anxiety	7
		To know students wrong attribution body signal	8,9
		To know why students have low self-efficacy	10

In this research, the researcher used triangulation technique the researcher used methodological triangulation to get validity of data. Besides, the researcher collects the data by using interview guide which is supported by questionnaire and the researcher also use observation which can give evidence if the participants are that is proper to be used as subject of research. The process of data analysis fell into three major phases following the framework of qualitative analysis developed by (Miles and Huberman 2014) data reduction, data display and conclusion drawing and verification.

RESULT

The researcher carried out the observation in order to find out the factor of students' speaking anxiety. The researcher was conducted the research on Monday, 04th October 2021 at 08.30 until 10.00 AM in the morning. In the process of observation, the teacher reviewed previous lesson of speaking. Then the teacher the lesson started, after that the teacher directly asked to the students to come in front of the class and tell the material which has been given time ago by using English. After, the students told the material in front of the class. The researcher saw and analyzed the students' speaking skill by their performance in front of the class. The

students felt difficult to show their ability, they felt nervous, self-doubt, worry. Then the researcher found that the students looked inhibited to trying to say in a foreign language and their difficult to express what they should be speak. Then researcher found the anxiety factor on students that makes the audience did not understand what the speaker said. After finishing the class, the teacher concluded the lesson by repeating and give example about the material that had learn. The teacher asked to be more able to control themselves when come front of the class. The last, the teacher closed the lesson by saying hamdalah and did not forget greeting, the students answered the teachers' greeting. The researcher aimed to know the students' factor in speaking anxiety based on the teachers' opinion. There were 6 questions that researcher asked to English teacher. Number 1 it's about Over self-prediction toward fear, number 2 it's about Irrational Faith, number 3 it's about Over sensitivity toward threat, number 4 its' about The sensitivity of anxiety, number 5 it's about Wrong attribution body signal , number 6 it's about Low self efficacy. The researcher also employed a questionnaire to the students for supporting the result of the class observation and interview. Questionnaire was given to the whole students in ninth grade which consisted of 52 students. The questionnaire aimed to get deeper understanding of students' factors and causes of students problem in speaking anxiety. In addition, questionnaire consisted of 10 questions there were questions about students' speaking anxiety. From number 1-2 there were questions about Over self-prediction toward fear, from number 3-5 there were questions about Irrational Faith, number 6 that is question about Over Sensitivity toward threat, number 7 that is question about The Sensitivity of Anxiety, number 8-9 there were questions about Wrong Attribution Body Signal, number 10 that is question about Low Self Efficacy. In this case to utterance the students factors and problems in speaking anxiety the researcher used all of the instrument, they were: observation, interview, and questionnaire. Besides to utterance the factors and problems in students' speaking anxiety the researcher

used interview to the teacher and questionnaire to the students. Based on the data observation, the researcher found that the students were felt shy to speak up and nervous. . There were speaking anxiety factors in English foreign languages follows: Over self-prediction toward fear, Irrational faith, Over sensitivity toward threat, The sensitivity of anxiety, Wrong attribution body signal, Low self-efficacy. Furthermore the causes of students' speaking anxiety in English foreign language were fear of making mistakes, shyness, anxiety and lack of confident. The result of the questionnaire, the researcher found that most of the students ninth grade agree that the problems of students' speaking anxiety as follows:

- a) Felt toward of self prediction toward: student felt trembling when in front of the class,
- b) Irrational faith: students can't face the difficulties to speak English foreign language when come forward to the class,
- c) Over sensitivity toward threat: students fear of make mistakes,
- d) Sensitivity of anxiety: students can't control their emotions because they were afraid and panic so appeared signs of anxiety are heart breathing, short breath,
- e) Wrong attribution body signal: students cannot control their body because nervous so it can make perspire, the breath quickly,
- f) low self-efficacy: students less confidence

Table 4
Observation Result

No	Aspect	Tool (Observation Note)
1	Students felt of over self prediction toward	Students had nervous to practice and difficult to speak in English language in front of the class
2	Students felt irrational faith when used English	Students had low confident to speak in English language
3	Students felt over sensitivity toward threat	students threat or fear to come forward
4	Students felt sensitivity of Anxiety	Students had anxiety to arrange sentences when perform in English language
5	Students had wrong attribution body signal	Students had worry and fear when face the audience in front of the class it's cause their body signal wrong
6	Students had low self efficacy	Students less confident on their ability to perform the task with success

Table 5
Interview Result

No	Conclusion of Teacher' Answer
1	Students have lack confident, some of students fear to come front of the class, when make mistakes student felt shy and worry their friend laughed of them

2	Some students had capabilities are not classified as high, they certainly nervous when speak English front of the class because their ability is not quite such as fluency, vocabulary, grammar
3	Sometimes some students asked to the teacher to look other way that makes concentration disappear
4	Students had anxious that is psychological problem
5	Students were bad body signal, such as hands, face expression, they usually silent haven't able to express it
6	Students with low value judged itself and made affect in learning

Table 6
Questionnaire Result

No	Question	Answers		Percentage%		Total
		Yes	No	Yes	No	
1	Are you confident when it is better to speak in English than the local language and speak in front of the class?	15	53	22%	78%	68
2	Do you feel scared to answer your friend's questions using English?	49	19	72%	28%	68
3	Do you feel nervous when speaking English in the class?	54	14	79%	21%	68
4	Do you feel dizzy and want to twitch when speaking in English in the class?	56	12	82%	18%	68
5	Is your heart breathed					

	fast when teacher asks you to come forward to the class to tell something in English suddenly?	46	22	68%	32%	68
6	Does the teachers' eye contact or friend's views make you nervous when speaking in front of the class?	50	18	74%	26%	68
7	Do you feel scared or anxious when you are asked to retell the material in English later in the class?	44	24	65%	35%	68
8	Does your body sweat when advanced in front of the class presented material in English?	48	20	71%	29%	68
9	Do you feel your breath unstable when come forward tell something in English?	45	23	66%	34%	68
10	Does the result of your low speaking values make you felt unsure about speaking English fluently?	50	18	74%	26%	68

It could be seen from the result of questionnaire that the students had speaking anxiety in English foreign language at the ninth grade student of MTs Ilham Palembang they were as follows:

- a. Some of students had less confident to speak up or answer the questions in English foreign language. They felt scared and fear to make mistakes when speak in English it showed from number 1, 2 and 7. Therefore, they felt nervous when speaking in front of the class it wasted many time to prepare speak in front of the class, it showed from number 3. This problem included in types of anxiety that state anxiety it means that state anxiety is an anxious feeling that felt

by the students when they face a specific situation.

- b. Some of students felt dizzy, their heart breathed fast and want to twitch when teacher asked to speak English in front of the class. It showed from number 4, 5, 8 and 9. This problem included to state anxiety type.
- c. Some students nervous because teacher's eye contact or friends' views, it means students' factor included to trait anxiety type is students tendency to feel anxious of the situations or worry thing in the environment. It showed number 6.
- d. Some students stated that felt shy and unsure because low value, this condition included to trait anxiety type. It showed in number 10.

During the observation, interview and questionnaire, the researcher found the problems and factors as follows:

1. Students' Speaking Anxiety Factor in English Foreign Language (EFL)

Based on the data about students' of speaking anxiety in English foreign language, the researcher could explain as follows:

- a) Students have of over self prediction toward.
- b) Students faced irrational faith to say something in English language.
- c) Students felt over sensitivity toward threat or fear so they fear to come forward
- d) Students had the sensitivity of anxiety
- e) Students had wrong attribution body signal because they cannot express what they said in English language and it make them silent.
- f) Students had low self efficacy so they cannot perform the task with success.

2. Causes of Students' speaking Anxiety in English Foreign Language

Based on the data about students' speaking anxiety factor in English foreign language, the researcher could explain as follows:

- a) Students felt unconfident in speaking
- b) Students felt shy when made mistakes
- c) Students afraid to make mistakes when they performed in front of the class
- d) Students' emotion inhibit or disturb the concentration in speaking English foreign language
- e) Students less motivation and passive in learning speaking.

CONCLUSION

After collecting the data and analyzing the result of the research, the researcher drew some conclusions, it can be concluded that:

1. The students' speaking anxiety factors in English foreign language (EFL) were the students had over self-prediction toward, irrational faith to say something in English, sensitivity of anxiety, wrong attribution body signal because they cannot express their ideas in English well, and low self- efficacy, that's factors inhibit to practicing speak English foreign language (EFL).
2. There are some kinds of anxiety can be concluded that the students had unconfident, fear of mistake, shyness, worry, scared, panic when having signs of anxiety are heart breathing, short breath that hinder them from practicing their speaking in English.

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