AN ANALYSIS OF STUDENTS SPEAKING ANXIETY FOR TENTH GRADE STUDENTS

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ABSTRAK

Bahasa Inggris adalah bahasa asing bagi pelajar di Indonesia. Oleh karena itu, mereka sering menemukan kecemasan dalam belajar berbicara bahasa Inggris. Penelitian ini bertujuan untuk mengetahui faktor-faktor yang menyebabkan kecemasan siswa dalam berbicara bahasa Inggris di kelas. Metode yang digunakan dalam penelitian ini adalah metode kualitatif dengan pendekatan studi kasus. Tiga siswa yang merasa cemas dipilih sebagai peserta. Pengumpulan data dilakukan melalui wawancara. Hasil penelitian menunjukkan bahwa faktor penyebab kecemasan siswa dalam berbicara bahasa Inggris di kelas yaitu: penjelasan yang tidak jelas dan aktivitas berbicara adalah aspek yang paling mengganggu siswa tentang kelas bahasa Inggris, takut membuat kesalahan dan diejek oleh teman sekelas, mereka merasa cemas ketika tidak mengerti apa yang dikatakan guru dan tidak cukup mempersiapkan diri, memiliki pengetahuan kosakata dan tata bahasa yang terbatas, berpikir bahwa siswa lain lebih baik dari mereka, sebagian besar peserta juga mengakui bahwa bahasa Inggris itu sulit dan guru dapat menimbulkan kecemasan dengan cara mereka bertindak dan berperilaku seperti metode memaksa, berbicara terlalu cepat, dan memaksa mereka untuk berlatih. Dan, jenis faktor yang sering menjadi penyebab kecemasan siswa dalam berbicara bahasa Inggris di kelas adalah kemampuan bahasa Inggris yang rendah, kurangnya pemahaman tugas, kurang percaya diri, takut melakukan kesalahan dan masukan yang tidak dapat dipahami.

Kata Kunci: *Kecemasan, Strategi Komunikasi*

ABSTRACT

English is as foreign language for Indonesian students. Hence, they often find the anxiety in learning speaking. This study is to investigate factors that causes of students anxiety in speaking English in the classrooms. The method used in this study was qualitative method with case study approach. Three perceivedly-anxious students were selected as the participants. The data were gathered through interviews. The results showed that the factor causing of the students' speaking anxiety to speak in the language classroom are: unclear explanation and speaking activities were the aspects that bothered the participants most about English classroom, fear of making mistake and being ridiculed by peers, they feel anxious when do not understand what teacher said and do not prepare enough, had limited vocabulary and grammar knowledge, thought that other students are better than them, most of the participants also admitted that English was difficult and the teacher can generate anxiety by the way they act and behave such as harsh and threatening method, spoke too much fast, and forced them to practice. And, the type factors that often come to students' anxiety in speaking English in the classrooms are low English proficiency, lack of familiarity of task, lack of confidence, fear of making mistakes and incomprehensible inputs.

Key Words: *Anxiety, Communication Strategy*

INTRODUCTION

Emotions are important in the classroom since it has impact on speaking. Brown (1999) states that emotions affect learning in the most fundamental way because they are the foundation of the learning strategies and techniques. In other words, emotional state can encourage or discourage learning. For example, students learn and perform more successfully when they feel secure, happy, and excited about the subject matter.

Unfortunately, in the case of foreign language learning, students' emotions tend to be more discouraging rather than encouraging. One of the emotional states that make such process become

difficult is anxiety. Emotional states such as anxiety can distract students in the language learning process. Feeling of tension, worry, and nervousness will impede students' ability to perform successfully in a foreign language classroom.

In the context of speaking English, being able to speak to friends an even speak with foreigners, in their language which both of them understand is surely the goal of many learners of English. Yet, speaking in foreign language is very difficult and competence in speaking takes a long time to develop. However, the biggest problem of English learners face is to be able to speak English. Consequently, many reasons to take into consideration might be the lack of confidence in terms of anxiety about making errors as stated by Boonkit (2010). It can be stressful when they are expected to speak in the second or foreign language before fluency is achieved.

In line with the issue of anxiety, Tornburry states the lack of vocabularies, improper grammar, and fears of mistakes are some of the factors that can contribute to speaking failure and cause an acute sense of anxiety when it comes to speaking. Moreover, the problem of language anxiety not only happen to beginner but also to the university students who usually deal with English. In addition, Cebreros (1998) adds 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.

Research on language anxiety has been a concern of many educators from both second and foreign language education. Different people have investigated the issue of learning anxiety from different perspectives. Focusing on factors causing students anxiety, Worde (2003) found that speaking activity causes inability to comprehend, negative classroom experience, fear of negative evaluation, pedagogical practice and the teachers themselves were the main factors that trigger in learning anxiety. In addition, Kondo (2009) asserted that language anxiety in the speaking test was only a poor predictor of English proficiency.

LITERATURE REVIEW

A. Anxiety

1. The Nature of Anxiety

Anxiety is one of the most well documented psychological phenomena. In general anxiety appears from human body as a response to a particular situation. Commonly anxiety can be identified as a feeling of being threatened, apprehension, tension, or worry. It can be concluded that anxiety is a feeling of being threatened, of apprehension, tension, and worry as a response to a particular situation or something that might happen in the future.

There are several definitions of anxiety which are found by the writer. According to Carlson and Buskist, anxiety is "a sense of apprehension or doom that is accompanied by certain physiological reactions, such as accelerated heart rate, sweaty palms, and tightness in the stomach." Futhermore, anxiety arises as a response to a particular situation. Passer and Smith define anxiety as a state of tension and apprehension as a natural response to perceived threat. It means that people are naturally feels anxious when they are threatened. While according to Ormrod anxiety is a feeling of uneasiness and apprehension concerning a situation with an uncertain outcome.

Although anxiety and fear sounds similar, both are actually different. Halgin and Withbourne describe the difference between fear and anxiety, fear is a natural alarm response to a dangerous situation while anxiety is more future-oriented, a feeling of apprehension and aneasiness about the possibility of something terrible might happen. Futhermore, According to Barlow, as cited in Passer and Snith, Anxiety responses consist of emotional component, feeling of tension; cognitive component, worry; physiological responses, increased heart rate and blood pressure; and behavioral responses avoidance of certain situations.

From the definition explained above, it can be concluded that anxiety is a feeling of being threatened, of apprehension, tension, and worry as a response to a particular situation or something that might happen in the future.

2. Types of Anxiety

Several kinds of anxiety have been described. Two of the most wellknown is state anxiety and trait anxiety.

a. State Anxiety

According to Ormrod, "state anxiety is temporary feeling of anxiety elicited by a threatening situation." It is anxiousness or tension at a particular moment in response to some external stimulus. This type of anxiety arises in a particular situation or in stressful event and hence is not permanent. In other words, it is a situational anxious feeling that disappears when threatening situation goes away.

b. Trait Anxiety

According to Ormrod, "trait anxiety is pattern of responding with anxiety even in nonthreatening situations." Such anxiety is a part of a person"s character. People with trait anxiety tend to worry more than most people and feel inappropriately threatened by several things in the environment. In other words, trait anxiety is the tendency of a person to be nervous or feel anxious irrespectively of the situation he/ she is exposed to.

Based on the intensity, duration and situations, anxiety can be divided into two types: State anxiety; feeling of apprehension and anxiousness as reaction to particular situation, and trait anxiety; more intense anxiety that depends on ones individual regardless of the situation.

B. Anxiety and Speaking English

1. Speaking Anxiety

The term speaking Anxiety and Foreign Language Anxiety are commonly used interchangeably. Foreign language anxiety is a specific anxiety which is related to language learning and use. According to Brown, Foreign language anxiety is "a feeling of intimidation and inadequacy over the prospect of learning a foreign language". Furthermore, Horwits, and Cope, proposed conceptual foundations of foreign language anxiety. Based on them, foreign language anxiety appears in the form of anxiety such as: communication apprehension, test anxiety, and fear of negative evaluation.

However, Horwitz, and Cope also belive that foreign language anxiety is not simply the combination of those performance anxiety related to foreign language learning context. They also proposed that, "foreign language anxiety as a distinct complex of self-perception, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of the language learning process".

Communication Apprehension is a type of shyness characterized by fear of or anxiety about communication with people. According to McCroskey J.C., as cited in Jason S. Wrench, communication apprehension is "in individual"s fear or anxiety associated with either real or anticipated communication with another person or persons." Communication apprehension plays large role in foreign language anxiety since interpersonal interactions are the major care in foreign language class. In foreign language class students are required to communicate with the target language by ways of speaking and listening. Their limited capabilities in the target language may derive students into a communication apprehension. Communication apprehension exist because students think that they will have difficulty of understanding others in listening and making oneself understood in speaking.

Since performance evaluation is frequent in most foreign language classes, test anxiety is also closely related to a discussion of foreign language anxiety. Based on Sarason, as cited in Oxford, test anxiety is "the tendency to be come alarmed about the consequences of inadequate performance on a test or other evaluation." It means this kind of anxiety might have unpleasant experience on their previous tests which makes them fear of failing the upcoming test. These

students may also have false belief about foreign language learning. They put unrealistic demand that they should feel that anything than a perfect test is a failure.

Another anxiety related to foreign language learning is fear of negative evaluation. Watson and Friend, as cited in Horwitz, defined fear of negative evaluation as "apprehension about others" evaluations, avoidance of evaluative situations, and the expectations that other would evaluate oneself negatively." In foreign language learning centext, students are prone to have a fear of negative evaluation from both teacher as the only flurnt speaker in the class and their peers.

Based on description above, it could be said that foreign language anxiety is a feeling or uneasiness, nervousness, worry and apprehension experienced when learning or using the target language.

2. Impact of Speaking Anxiety

Basically, uneasiness feeling such anxiety will disturb students in no doubt. It absolutely affects students" speaking effort and performance. Anxious students will think less clearly and probably make more mistakes. Moreover, to perform a task they have to work harder because anxiety makes them worry and distracts their learning process.

Anxiety has long been recognized by educators as a potential problem in speaking classroom. Anxious student will have difficulty in their speaking since anxiety affects cognition processing. According to Ormrod, anxiety can interfere with several aspects of cognition in speaking process. Anxious student may be disturbed in paying attention to what needs to be learned, processing information effectively, retrieving information, and demonstrating skill that have previosly been learned.15 In other words, speaking anxiety belongs to debilitating anxiety because it can hinder language learning.

Similar to with Ormrod, MacIntyre as cited in Young, also believed that anxiety can affect students" cognitive processing. He proposed a variation of the Tobias model of the effects of anxiety on learning from instruction which consist of three stage: input, processing, and output. Further, anxiety can affect students" cognitive performance at any or all of the three stages. It means if anxiety disturbs the cognitive work at one stage, then information is not passed along to the next stage.

At the input stage, speaking anxiety acts like a filter that perventing some information from getting into the cognitive processing. This is similar to Krashen's well-known concept of the "affective filter". Krashen state that anxiety can raise affective filter and form of a „mental block that prevents a comprehensible input from being used for language acquisition. For example, anxious student may not be able to gather information of the speaking rules and vocabulary because anxiety interfere their ability to process information.

During the processing stage, anxiety acts as a distraction. It distracts student in processing information effectively. When they are worried, anxious student may learn less and may not be able to digest new words, phrases, grammar, and so on or may also take more time to process the lesson.

While at the output stage, anxiety can influence the quality of students" speaking performance. Students with anxiety in this stage may not be able to demonstrate what they have learned.

Moreover, Oxford described that "anxiety harms learner's through worry and self-doubt and also by reducing participation and creating overt-avoidance of the language." He also mentioned certain aspects that have negative correlation of anxiety such as: grades in speaking course, proficiency test performance, performance in speaking and writing tasks, self-confidence and self-esteem in language learning.

Based on the description above, it could be said that the existence of speaking anxiety can affect the fluency of learner"s speech and learning in general.
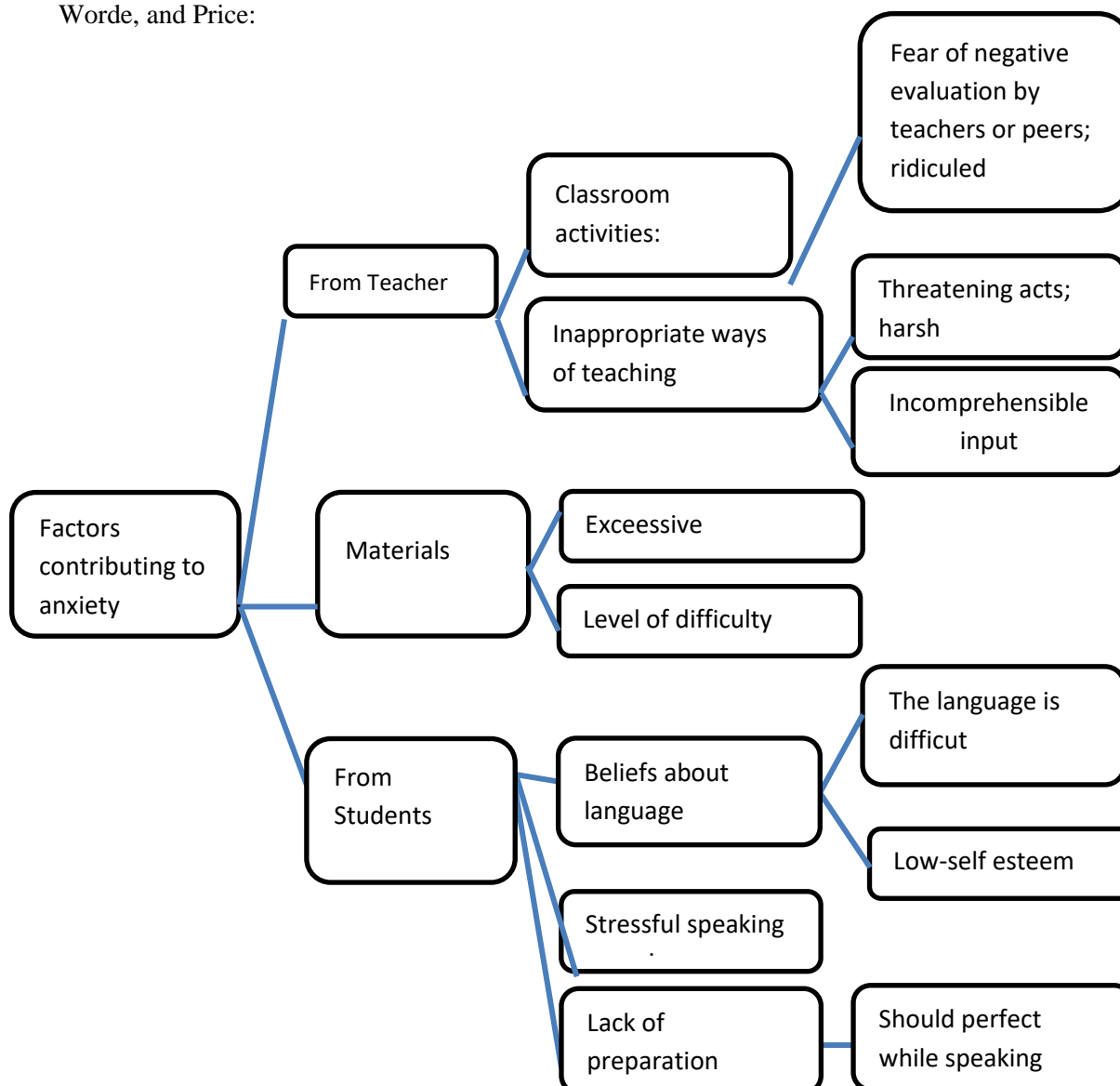
3. Possible Factors Contributing to Speaking Anxiety

Anxiety can rise from various sources. It sometimes comes from classroom activities and methods which related to teachers instructions and tasks. For example, Speaking activities it appears frequently as one of the anxiety provoking factor. Horwitz and Cope found that speaking in the foreign language as the most anxiety-producing experience.

Sometimes anxiety also comes from the students themselves. One is their beliefs about speaking. Some students find language difficult because they are conditioned to believe that the language is difficult. For example, students believe that they should be able to speak perfectly. While others think that English is a difficult subject. Such beliefs can lead to speaking anxiety. Horwitz et al. Noted that "certain beliefs about language learning also contribute to the students" tension and frustration in the classroom."

This also indicates that low self-esteem can generate anxiety. Price noted that anxious students believed their language skill were weaker than any other students. Mostly it comes from their speaking experience. A stressful speaking experience will give condition the students to believe that the speaking English is difficult. This belief is quite enough to generate negative thinking to the presents to avoid every single thing about the language learning includes preparation for classroom activities or a test. According to Marwan, lack of preparation was the major contributor of students" anxiety. Lack of preparation will absolutely make students feel anxious. They fear if they cannot perform well.

Here is the illustration of possible factors contributing to anxiety adapted from Horwitz, Worde, and Price:

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Factors contributing to anxiety
├── From Teacher
│   ├── Classroom activities: ──── Fear of negative evaluation by teachers or peers; ridiculed
│   └── Inappropriate ways of teaching
│       ├── Threatening acts; harsh
│       └── Incomprehensible input
├── Materials
│   ├── Exceessive
│   └── Level of difficulty
└── From Students
    ├── Beliefs about language
    │   ├── The language is difficut
    │   └── Low-self esteem
    ├── Stressful speaking .
    └── Lack of preparation ──── Should perfect while speaking
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C. Related Research Findings

Many people have investigated the issue of foreign language anxiety from different perspective. Worde in his investigation to the cause of language learning anxiety found that speaking activities, inability to comprehend, negative classroom experiences, fear of negative evaluation, native speakers, methodology, pedagogical practices and the teachers themselves as the main causes of learning anxiety.

Marwan investigated Indonesian students" foreign language anxiety. He tried to find out the types of anxiety experienced by foreign language learners and the strategies they used to cope with their anxiety. Factors like lack of confidence, lack of preparation and fear of failing the class were the primary causes of their anxiety.

In a similar study, William and Andrade examined anxiety in Japanese EFL classes in order to find out the type of situation that provoked the anxiety and the ability to cope with the anxiety. Their findings indicated that anxiety was most often associated with the output and processing stages of the learning process. Futhermore, they found the fear of receiving negative evaluation, speaking in front of the class, and random selection; procedure that the teacher used for calling the students were cited as sources of anxiety.

The relationship of the writer finding toward the discourse knowledge of students anxiety are by coding observation and interviewing the students. The writer knows about the factors can be contributed in speaking anxiety. The writer suggests that the teachers should be aware of speaking anxiety. This study indicates that teachers" awareness of students" anxiety is insufficient. As for the students, they need to get involved to reduce anxiety in the classrooms. Students should respect each other in order to create a friendly environment. So, investigations about certain approaches or methods that can help to reduce anxiety in speaking English are needed.

METHODS OF THE STUDY

A. Research Method

This study employed the qualitative research method with case study approach. Qualitative method was chosen because this study aims at providing an insight into the case of language anxiety in the tenth grade, specifically anxiety in speaking English. According to Fraenkel and Wallen, case study is a qualitative study approach that studies a single individual, group, or important example to formulate interpretations to the specific case or to provide useful generalization. Therefore, the study case approach allowed the writer to study particular students in an attempt to understand the case of language anxiety.

B. Subject

The subject of this study was the tenth grade Students of Exellent Course in Mlajah, Bangkalan. This amounts 3 students who are considered to be anxious in English class.

C. Techniques of Data Collection

Technique of data collection is a process in which primary data are obtained for the research's purpose (Nasir: 211). First of all, the researcher prepared the notes for collecting the data. Researcher asked English teacher recommendation to determine 3 students who are considered to have anxiety issue in English class. And then, the researcher taken some interviews with 3 of tenth grade students in Exellent Course who are considered to be anxious in English class based on the characteristics of anxious students illustrated by Oxford such as:

1. General avoidance: Showing carelessness, low levels of verbal production, lack of volunteering in class, seeming inability to answer even the simplest questions.

2. Physical actions: Squirming, stuttering or stammering, displaying jittery behavior, conversational withdrawal, lack of eye contact, image protection or masking behavior (exaggerated smiling,

laughing, nodding, joking), and being unable to reproduce the sounds or intonation of the target language even after repeating.

D. Instrument of the Study

The instrument of this study used interview. Interview is a data collection technique by way of interviewing selected individual as a respondent. Furthermore, it is a direct face to face attempting to obtain reliable and valid measures in the formof verbal responses from one or more respondents. According to Bungin, in-depth interview is a process to obtain information for the purpose of researcher by face to face questioning between the interviewer and informant or interviewee, with or without the use of an interview guide.

The writer contacted the teacher in Exellent Course for referring of students who appeared to be highly anxious in the class. Most of the students were willing to participate, and some looked to be quite eager to share their experiences.

During the initial process with the students, the writer explained the essentiality of the study and that all interviews would be conducted in Bahasa, students first language, to elicit answers without limiting or inhibiting the students. Those who indicated a willingness to participate were sceduled for an interview.

Later on, three participants were interviewed. The three remaining participants, one were males and two were females. All the interviewee were students of tenth grade in Exellent Course. Each interview spent for about seven minutes and was noted with participants permission. The interview guide is adapted from price focusing on foreign language anxiety.

The following main questions are:

1. Please tell me something about how you have felt during English classes?
2. What bothers you the most about English classes? Why? Tell me more!
3. Do you have any idea why you feel so anxious in your English classes? Tell me why? What makes you anxious? How often?
4. How do you think people in your classroom will react if you make a mistake?
5. Do you think English is a difficult language to learn? Why? Tell me more!
6. Have your teacher played a role in your feelings, either good or bad, about your English classes? Please give me an example!
7. Do you have any ideas of how English might be less stressful? What did you do to reduce anxiety? Please give me an example!
8. During interviews, a series of prompt questions will be asked to follow up they responses.

E. Techniques of Data Analysis

The analysis of the data will be conducted through three steps. First, the researcher will do the transcription from the notes. The analysis will result in two types of data: table and words description. Secondly, the researcher will try to analyze the data by using some theories related to students speaking anxiety. After the data had been presented in the form of table, then the researcher will explain the content of the data through word description/descriptive text.

RESULT AND DISCUSSION

A. Research Findings

The research finding was obtained from interview. Before doing the research, the researcher asked permission to the owner of Excellent Course to conduct the research. After that, the researcher asked for English teacher recommendation to determine 3 students who are considered to have anxiety issue in English class. And then the researcher did online interview with 3 students one by one. To collect the data, the data result based on the interview was explained below.

In this data retrieval process, Researcher used the Whatsapp application as a media for interviewing three students through phone call with researcher. The researcher will give 7 questions to each participant.

Researcher will conduct interviews with the three students. Students will conduct interviews with researcher in turn. Before the interview begins, students are required to introduce themselves first so that researcher knows their identities. After that the researcher will start with the first question is how students felt during English classes. The second, what bothers students the most about English classes. The third, what makes students anxious in English classes. The fourth, the role of English teacher in how students feel, for better or for worse, about your English class. And the last, any ideas students have about how English might be less stressful.

The results of interviews with 3 students showed that the factors that affect students anxiety in speaking English in the classrooms are unclear explanation and speaking activities were the aspects that bothered the participants most about English classroom, fear of making mistake and being ridiculed by peers, they feel anxious when do not understand what teacher said and do not prepare enough, had limited vocabulary and grammar knowledge, thought that other students are better than them, most of the participants also admitted that English was difficult and the teacher can generate anxiety by the way they act and behave such as harsh and threatening method, spoke too much fast, and forced them to practice.

Based on the paragraph above, it can be concluded that the type factors that often come to students' anxiety in speaking English in the classrooms are low English proficiency, lack of familiarity of task, lack of confidence, fear of making mistakes and incomprehensible inputs.

After analyzing the result of research conducted in Excelent Course, especially the tenth grade students, the writer can conclude that there are two results. The factors that causes of students anxiety in speaking English in the classrooms are are unclear explanation and speaking activities were the aspects that bothered the participants most about English classroom, fear of making mistake and being ridiculed by peers, they feel anxious when do not understand what teacher said and do not prepare enough, had limited vocabulary and grammar knowledge, thought that other students are better than them, most of the participants also admitted that English was difficult and the teacher can generate anxiety by the way they act and behave such as harsh and threatening method, spoke too much fast, and forced them to practice. And, the type factors that often come to students' anxiety in speaking English in the classrooms are low English proficiency, lack of familiarity of task, lack of confidence, fear of making mistakes and incomprehensible inputs.

B. Discussion

After analyzing the result of research conducted in Excelent Course, especially the tenth grade students, the writer can conclude that there are two results. The factors that causes of students anxiety in speaking English in the classrooms are are unclear explanation and speaking activities were the aspects that bothered the participants most about English classroom, fear of making mistake and being ridiculed by peers, they feel anxious when do not understand what teacher said and do not prepare enough, had limited vocabulary and grammar knowledge, thought that other students are better than them, most of the participants also admitted that English was difficult and the teacher can generate anxiety by the way they act and behave such as harsh and threatening method, spoke too much fast, and forced them to practice. And, the type factors that often come to students anxiety in speaking English in the classrooms are low english proficiency, lack of familiarity of task, lack of confidence, fear of making mistakes and incomprehensible inputs.

CONCLUSION

Studies of speaking anxiety focusing on either both university or high school level and showing clear and convincing proof of the reasons of students nervousness in talking English. According to the college students there have been a variety of factors that contribute to their anxiety. There are at least seven factors which were discovered in this study, they were speaking in front of the class, being laughed at by others, incomprehensible input, teacher, students' beliefs, lack of

preparation, environment. The sources of these factors had been now not solely from the teacher but also from the students. Moreover, these elements had been mentioned in this study, which deepened our understanding of speaking anxiety. The experiences of the students grant a high-quality deal of data about students' nervousness in speaking English. They provide insights on what might also make a contribution to their anxiousness as properly as what teacher can do to minimize that anxiety. In other words, students can grant valuable data about their anxiousness in speak me English. Therefore, it is essential to use their insights to create a greater relaxing environment.

SUGGESTION

Based on the result of this study, there are a number of suggestion can be made to reduce anxiety in English classroom. First, the teacher should be aware of speaking anxiety. This study indicated that teachers awareness of students anxiety is insufficient. Therefore, it is necessary to raise teachers awareness since anxiety is an important factor which affects students speaking. Good acknowledgement of the existence of students anxiety in speaking English will absolutely influence the teacher in treating the students properly.

As for the students, they need to get involved to reduce anxiety in classroom. In order to create a welcoming environment, students should respect one another. Instead of mocking lower-level pupils who are having difficulties, they should assist them. This would help them feel more at ease with one another. Furthermore, concerned pupils should understand that making mistakes is an inevitable aspect of learning a language. As a result, they should not be discouraged from speaking English.

In line with the topic under discussion, there were two recommendations for further researchers to enhance the richness of aspect related to the students' anxiety to speak English in the classroom. First, since the number of subject in this study was only limited to one classroom, the future research would be better to be conducted on a larger scale, so that the study gain more perspectives in abroader and various subjects.

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