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**A Study of Students’ Speaking Anxiety in**

**Learning English in the Classroom**

**at MTs Roudlotut Tholibin**

**Faidotur Rohmah**

[Faidoturrohmah01@gmail.com](mailto:Faidoturrohmah01@gmail.com)

STKIP PGRI Bangkalan

**Dr. Siti maria Ulfa, M.Pd.**

[sitimariaulfa@stkippgri-bkl.ac.id](mailto:sitimariaulfa@stkippgri-bkl.ac.id)

STKIP PGRI Bangkalan

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| **Article History:**  Received: 05 March 2023  Accepted: 17 June 2023 | **Abstract**  The purpose of this study is to look into the speaking anxiety of MTs Roudlotut Tholibin eighth grade students. The specific goal of this study is to look into the variables that affect students' speaking anxiety as well as methods for reducing it based on the students' personal experiences. Using the purposive sampling technique, five students were chosen to participate. The researcher interviewed students who experience anxiety when speaking English, using a descriptive qualitative method with a phenomenological approach. Two factors were revealed by the results: internal and external factors. This study demonstrates five strategies: finding peers, preparing, relaxing, and practicing positive thinking. |
| **Corresponding Author:**  [faidoturrohmah01@gmail.com](mailto:faidoturrohmah01@gmail.com) |
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**INTRODUCTION**

Speaking English is not easy for some students, because english is not the language used daily to communicate. In indonesia, some schools only use english during English lessons. One of the language skills is speaking which is very important in learning english as a foreign language. As one of the productive skills, speaking activities should focus on how students use and communicate in english. most students often evaluate their success in language learning as well as the effectiveness of their english skills based on how much they feel that they have improved in speaking proficiency. That is why so much effort should be focused on developing students' ability to speak as learning to speak is considered the biggest challenge for all language learners.

Speaking is one of the four language skills learned by students in addition to reading, listening and writing. speaking can be a tool to make it easier for students to convey ideas, information and feelings. Speaking can be a challenging task for many students as it requires interaction. Other language skills can be practiced alone, but for speaking students cannot really practice alone, therefore students must find a partner to talk to. In order for students to communicate, it is necessary to apply language in real communication. To communicate, students can use verbal and nonverbal language. In the context of speaking, it will be easier if students use verbal language or speak orally (Fadilah, 2022).

There are several factors that affect students' speaking ability in learning English. Thornburry in (Maysari, 2020) states that, lack of vocabulary grammatically inappropriate, fear of mistakes are some of the factors that can contribute to speaking failure and cause acute anxiety when having to speak. These factors are always found in students. The problem of speaking anxiety does not only occur to beginners but also to students who usually deal with English.

According to the opinion of (Khairunisa, 2019). Speaking anxiety is the fear of negative feelings felt by individuals in communication, usually in the form of feelings of tension, nervousness or panic. In particular, anxiety is "an unpleasant emotional state or condition characterized by subjective feelings of tension, fear, and worry, and by activation or arousal of the automatic nervous system" . This indicates that the bad feelings that come with learning english are what lead to anxiety. Excessive fear and nervousness are other side effects of the reaction. It is impossible to divorce a learner's emotional traits from their cognitive traits. As a result, research on foreign language learning has given the concept of anxiety a great deal of attention.

Being anxious is a major problem in the process of learning a foreign language, especially in speaking english. Teachers as well as students feel that anxiety is the main factor that becomes a barrier in speaking foreign languages, especially english. Speaking is an activity that makes students anxious while in class, many students feel anxious about participating in speaking activities. Speaking in front of the class is one of the factors that cause anxiety in speaking english which make students anxious when they make mistakes in speaking english (Ain, 2022).

Anxiety does affect students' speaking ability. Anxiety does not always have a negative impact, depending on how students deal with the anxiety. There are many factors that contribute to students' speaking anxiety. some factors that affect students in learning english such as having low motivation, lack of confidence and feeling anxious (Maysari, 2020). Regarding anxiety is still very lacking. research on anxiety especially at MTs Rudlatut THolibin. Therefore, the author is interested in examining student speaking anxiety and the factors that influence student speaking anxiety into a study entitled "A Study Of Student Speaking Anxiety In Learning English In The Classroom At MTs Roudlatut Tholibin".

Objective of this study To identify the factors or situation that make students feel anxious when they speak English in an EFL classroom, To find out and describe the strategies to minimize anxiety for the students.

**METHOD**

**Reseach Methode**

In this study, researcher used descriptive qualitative with a phenomenological approach as a concern to develop explanations of social phenomena. Since qualitative research is an interpretive study of meaning, its effectiveness largely depends on each researcher's unique intuition and understanding. Because of this, researchers must conduct their own research without the aid of enumerators or assistants, as it is believed that doing so may lead to divergent interpretations of the phenomenon between the researcher and his assistant (Fimansyah, 2021). Qualitative research is used to explore phenomena in order to understand practices and behaviors in real social situations for small individual problems. Therefore, this research will use descriptive methods to reveal the phenomenon of speaking anxiety speaking anxiety in junior high school students.

**Reseach Participant**

Since the purpose of this study was to determine students' speaking anxiety in English class, this study was conducted on several eighth grade students at MTs Roudlotut Tholibin. Determination of research subjects using a purposive slice system. purposive slice according to (Lenaini, 2021) is a Purposive sampling is a non-random sampling technique in which the researcher uses a method to identify special identities that match the research objectives and are expected to respond to the research case in order to ensure that illustrations are quoted. reply to the study case. .

**Instrument**

In this study, researcher used instruments as tools to collect data. The most common methods used to collect descriptive data are Interviews, and observations. During field research, researcheruse observation and interviews as tools to collect data.

1. *Observation*

In this study, researcher used observation as the first instrument. According to (suryani, 2018) The capacity to employ one's five senses to gather information through observation is known as observation. The five senses are employed in this instance to record the symptoms that are seen. According to (Hockey, 2020) observation can be divided into two, namely non-participant observation and participant observation. Non-participant observation is when researcher observe participants without interacting directly with them. In this study researchers used participant observation. participant observation is the researcher participating as part of the group under study.

1. *Interview*

The second instrument of this study was the interview; the researcher interviewed the students. The purpose is to find out what factors affect students' speaking anxiety in the eighth grade of MTs Roudlotut Tholibin. According to (Doringer, 2021) interviews are a way of collecting data on research used to find out things in depth. Interviews are conducted through direct question and answer with subjects who contribute directly to the object used as research. In this study, the authors used unstructured interviews because the researcher wanted the participants' answers to be more developed than the answers the questioner wanted

**Data Analysis**

To answer the questions, the interview data was transcribed, then classified and analyzed. (Akinyode, 2018) states that there are three steps involved in data analysis. Data reduction, data visualization, and conclusion drawing/verification. The procedures for checking the data are;

1. *Data Reduction*

According to (Rijali, 2018), Data reduction is the process of choosing, narrowing down, making the data simpler, and changing the data. The researcher has selected which aspect of the data, as revealed in the transcriptions of the observations and interviews, should be emphasized or minimized for the purposes of the study in order to reduce the amount of data

1. *Data Display*

According to (Purnamasari, 2021), Once the data has been chosen, it is presented in well constructed sentences. This stage offers a well organized collection of data from which conclusions can be made. In order to facilitate data interpretation, researcher present reduced data. As a result, the data are presented narratively in this research. This is due to the fact that the data in this study are presented as description, which denote providing or displaying a description of the circumstance.

1. *Conclusion*

The data is displayed, and then conclusion is made. In order to draw conclusion, one must take a step back and evaluate the significance of the data analysis and its implications for the research questions. As a result, after transcribing the data for this study, the researcher identified, picked, and categorized them in accordance with the requirements of the analysis pertinent to the research question. After answering questions one and two, the researcher compared the data with the research questions and came to some conclusions.

**FINDINGS AND DISCUSSIONS**

In This chapter the result of the data attained through interview. The result of he data attained are used to answer the exploration result. The first question is, The factors affecting students’ speaking anxiety in english classroom and The strategies should be used to help students overcome their fear of learning to speak.

**The factors affecting students’ speaking anxiety in english classroom**

Based on the findings of the exploratory results using interviews, the data obtained from the interviews were used to answer the exploratory questions. the first question was about the factors that affect learners' anxiety in speaking in English classes. Based on the interview findings, the researcher examined the students' responses. the following are the results:

*Table 1. Interview script for student*

|  |  |
| --- | --- |
| Q1 | Have you ever felt anxious when you speak English in class? |
| R1 | I have, because I have never studied English before, so when I speak English I find it very difficult because it is sloppy. |
| R2 | Yes, when I went in front of the class to tell my story I lacked confidence because I was not very fluent in speaking English. |

It is known from the data collected that students experience anxiety when they speak in front of the class. This is also evident in the information gathered from research informants. (Damayanti, 2020), stated that half of the students' anxiety stems from using their second language speaking abilities as a confidence-building exercise.

*Table 2. Interview script for student*

|  |  |
| --- | --- |
| Q2 | What do you think causes you to be anxious when speaking in English class? |
| R1 | I was embarrassed by my friends who mocked me when I spoke English in front of the class, besides that what made me anxious was that when I spoke English I forgot the sentence because I didn't master the vocabbulary. |
| R2 | lack of confidence when speaking English, shyness, thoughts like going everywhere before speaking and nervousness. |
| R3 | I think what causes me anxiety when speaking English in class is lack of preparation and also the little vocabulary that I mastered |

Based on the above interview with students, it turns out that what causes students to feel anxious when speaking English in class is first, embarrassment of their friends, because they like to laugh if there are friends who speak English poorly. Second, what makes students feel anxious is when students forget or mispronounce words that are not appropriate because they still have little vocabullary mastery.

The third factor that causes anxiety in speaking English in class is lack of confidence according to (Suryani, 2020), lack of confidence can make students not focus on what they want to say. This often happens to students because of excessive worry before performing in front of the class. Fourth, lack of preparation, students feel worried and also anxious when performing in class due to lack of preparation, this makes students less optimal when performing in front of the class.

**The strategies should be used to help students overcome their fear of learning to speak**

Speaking English can help ease language anxiety in a number of ways. Based on the findings of the interview, the researcher examined the participants' responses. These were the outcomes:

*Table 3. Interview script for student*

|  |  |
| --- | --- |
| Q3 | How do you overcome anxiety when speaking English in class? |
| R1 | the way to overcome anxiety in my opinion is, before performing in front of the class I first study and understand the content of the material, so that when advancing later I can perform more optimally. |
| R2 | prepare in advance by practicing speaking in front of a mirror and momorizing vocabulary. |
| R3 | looking for friends to practice speaking with so that when performing in front of the class I can be more confident. |
| R4 | The way I overcome anxiety in English class is by taking a deep breath. |

It can be concluded that students can lessen their nervousness when speaking English in class by attempting to relax or calm themselves before giving a presentation, preparing beforehand, and practicing speaking in front of a mirror.

Furthermore, it is crucial to have companions with whom to practice speaking, such as peers who share your initiative and desire to reach the same objective fluency in English. According to (Kalra, 2020), peers can help reduce fear, anxiety, or nervousness when it comes to speaking English in class. Students can express themselves more freely when learning, including through conversation and memorization of vocabulary, when they are with peers. Even though they will make mistakes when learning, students will be somewhat more composed. Peers will also help their friends become more enthusiastic learners by offering encouragement.

**CONCLUSIONS**

This research centers on the eighth grade of MTs Roudlotut Tholibin Geger Bangkalan, and provides clear and convincing evidence of the factors that influence students' speaking anxiety and strategies on how to minimize it. Based on the results of interviews with the participants, there are various factors that affect their anxiety. There are five factors found in this study, namely, Not Confident, lack of vocabulary, shyness, classmates, fear of being wrong. The source of these factors came from the students as participants in the study. The interview results also addressed the research question about ways to reduce students' speaking anxiety, demonstrating that methods such as preparation, relaxation, positive thinking, focus, and looking for peers can help students feel less nervous when speaking English. Put differently, learners can furnish significant insights regarding their apprehension when speaking in English.

**SUGGESTIONS**

Despite the limited sample size and short research duration, the results offer valuable insights that educators, students, and other relevant parties can utilize to enhance English language instruction and communication. Several recommendations for lowering anxiety in English classes can be made in light of the study's findings. The instructor needs to be conscious of speaking anxiety first. It goes without saying that a teacher's approach to the class will change if they are aware of the students' anxiety when speaking in English. For the purpose of reducing anxiety in the classroom, students must participate. Establishing a friendly environment among students requires that they respect one another. When lower-level students are struggling, they ought to assist them rather than making fun of them. They would feel more at ease with one another as a result. Students who are nervous should also understand that making mistakes is a normal part of learning a language. It shouldn't deter them from speaking English, therefore. Ultimately, more research was needed to examine the students' anxiety when speaking English because of the study's limitations. To obtain a deeper comprehension of the speaking anxiety problem, comparable studies in the future involving a larger population or a different set of students will be beneficial.

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