



## STUDENTS' ANXIETY FACTORS IN SPEAKING ENGLISH (A Case Study at the Second Year Student of SMPN 3 Kroya Indramayu)

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**Abstract** : This research aims to determine the factors that cause second year students' anxiety when speaking English. It was done in SMPN 3 Kroya Indramayu academic year 2020/2021. The researchers find some problems in speaking skill of second year students are low and do not have enough self-confidence. The problems are influenced by some factors such as teacher, teaching lesson, and students. It makes the researchers interested in conducting research. This research focuses on student's speaking anxiety based on the characteristics of anxiety and the factors that caused student anxious. This research was qualitative in nature. Data collecting technique was done by observation, interview, and documentation. The research subject was second year student that the number was 64 students. The subject interview of this research was conducted by purposive sampling technique. The subject of research was taken six students from 64 students of 8th B grade. Then it was analyzed by using data reduction, data display, and conclusion drawing/verification. The result of this research shows that students who feel anxiety when speaking English were caused by some factors. Those are classroom activities, ways of teaching, teaching lesson, disbelief in speaking and stressful speaking experiences.

**Keywords:** *Speaking, Students' Anxiety, English, Qualitative Research.*

### INTRODUCTION

Language is a communication tool that helps people express their feelings and idea. It helps us deliver our aims in a communication, without the language we will find difficulties to communicate with others. Language has important role to human's life because language is not only to communicate, but also to convey the message which can express and interpret something.

Each country has its own language because of the cultural difference between them. To connect the

countries around the world, English has been chosen as the international language.

English is one of a compulsory subject in Indonesia. There are four skills in it that are listening, speaking, reading and writing. Speaking is an activity which is used by someone to communicate with others. Speaking is essentially needed in language learning, however it is still difficult for the students to be fluent in using English and even to master it. In learning English especially speaking, the students are expected to be able to communicate well in English. Nevertheless, there are many problems in mastering speaking, from students teaching process,

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social environment or non-social environment. Many students in Indonesia express their inability and sometimes even acknowledge their failure to learn to speak English. Some factors experienced by some students are shame, afraid of making mistakes, nervousness and feelings of anxiety in speaking skills.

One of the students' problems is related to emotion. If students experience emotional strain it can disturb the concentration of study and also appear nervous and stutter. Emotion is important in the conversation or classroom activities, since it has good impact on learning. It influences learners' ability to process information and to accurately understand what they encounter. Brown 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. Emotions have the potential to energize students' thinking and also have the potential to interfere with speaking. Negative emotions such as anger, anxiety, and sadness have the potential to distract students' learning efforts.

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 impact students' ability to perform successfully in a foreign language classroom. According to Oxford, "Most language research shows a negative relationship between anxiety and performance". Anxiety harms students' performance by way of worry, self-doubt, and reducing participation.

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 researchers focus on

speaking skill and critical thinking in English community.

Some of students believed that English was a difficult subject. Such beliefs can affect their self-esteem and lead them to feel worry in classroom. In the end, when they were asked to practice, they started to stutter. Moreover, some of them were unable to produce the sound or intonation even after a number of repetitions because they were not sure if they can practice their English. It was quite hard for the writers to do proper learning activities with them.

Since anxiety can have major effects on foreign language learning, it is important to explore the students' anxiety. In the context of speaking English, being able to speak to friends and even speak with foreigners, in their language which both of them understand is surely the goal of many English learners. 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. 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, Thornburry 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.

Obtaining the data of students' anxiety would give valuable input for teachers so that they are able to give the appropriate solution to overcome the anxiety and they could improve their teaching and encourage the students to be able to speak without having feeling anxious in speaking English inside or outside the classroom. Therefore, the researchers wanted to investigate what the factors felt by students may contribute to the anxiety and try to understand the problems of anxiety in English Language more deeply. That is why researchers



want to conduct a research with the title “Students’ Anxiety Factors In Speaking English (A Case Study at the Second Year of SMPN 3 Kroya Indramayu).”

### **Framework of Thinking**

Language is very important for people all over the world, because language is used to communicate with other people. Language is also used to convey the message, express, and interpret anything. So, language is very important for our daily activities. Everyone needs to interconnect with other.

Speaking is one of the ways of communication that is mostly used by people to interact with others in their daily basis. In accordance with growth of English as an International language communication, the necessity of learning this language is also hike. English is a language which is very popular and has been spoken and learnt by almost all people in the world. It is used by many people in many countries as the medium of communication. A speaking is one of the language skills that must be reached in language learning process included English.

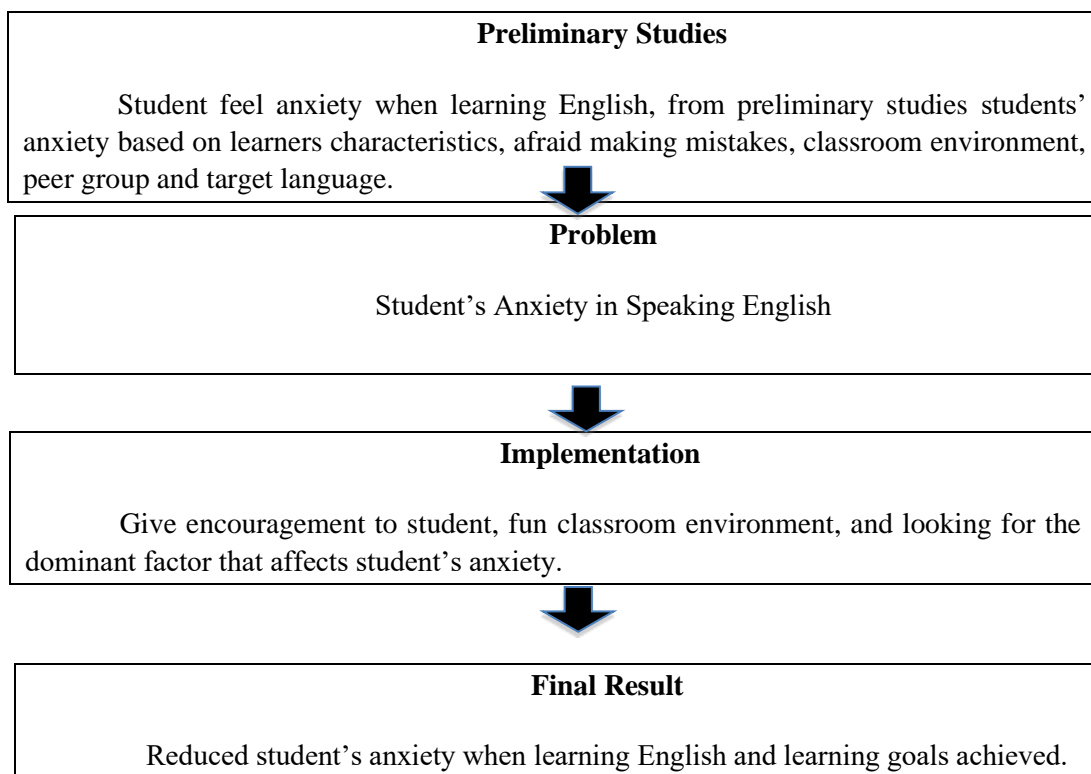
Many English language teachers are accustomed with problems being faced by their students in classes. The ability to speak well is impact of mastering speaking. Mostly the teachers only focus on the active students. They seldom stimulate students to speak out. Teachers generally dominate the speaking in teaching learning process. The complexity of speaking may influence many students in pessimist perception which bring students to get anxious to speak. The students are inclined anxious to speak and, explore their speaking in the class. This phenomenon essentially points to the psychological construct termed as “anxiety”.

In this research, anxiety factor is the central question. 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. 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. While according to Ormrod anxiety is a feeling of uneasiness and apprehension concerning a situation with an uncertain outcome. Furthermore, 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.

This researchers used qualitative research methods with a special design case study. The framework of thinking in this study is anxiety factor which is become the main framework. Three data collection techniques will be carried out to determine what factors contribute to students' anxiety in the learning process of English. Based on the description above, then framework in this research can be described as illustrated in the following chart:

**Picture 1.1**  
**CONCEPTUAL FRAMEWORK**



The result of this study is intended to broaden the writers' perspective and will become reference for the teachers that benefit for knowing and understanding students' anxiety in speaking and then the lecturers can improve their creativity in teaching process so that the goal of the learning can be achieved. It is in order there are effective interaction between students and teachers in English learning classrooms. Practically, this study also provides information related to students' anxiety in order to overcome the problems, particularly in the context where the students have to get more exposure to practice oral communication. Professionally, the investigation of anxiety source that arise while learning to communicate in the target language will hopefully broaden the insight into the issue of language anxiety and will help language teachers in making the classroom environment less stressful and he/ she should try to create a friendly classroom environment in order to make students feel free to speak the language.

#### **A. Speaking**

In learning English as a foreign language, there are four important skills that people should be mastered of. Those are divided into productive skills (speaking and writing) and receptive skills (listening and reading). These skills are interconnected. The qualification in each skill is needed to become a good communicator, but the ability to speak skillfully will give several benefits for the speaker. One of which, the speaker can deliver his idea, opinion, or thoughts directly and this can be more effective way to communicate with other people. Numerous experts of language learning have proposed plenty definitions of speaking. According to Brown, speaking is an interactive process of constructing meaning that involves producing and receiving and processing information. While Chaney in Kayi states that speaking is the process of building and sharing meaning through the use of verbal and non-verbal



symbols, in a variety of contexts. Kayi adds that speaking is the productive skill in the oral mode. It, like the other skills, is more complicated than it seems at first and involves more than just pronouncing words.

According to Nunan speaking is the productive aural/oral skills; it consists of producing systematic verbal utterances to convey meaning. Other definition about speaking comes from Lado describes speaking as the ability to express oneself in life situation, or the ability to report acts or situations in precise words, or the ability to converse, or to express a sequence of ideas fluently. This idea means that, speaking emphasizes more to the ability of an individual to convey something whether it is in the form of expression, report, etc with the language he has. Van Lier in Nunan gave some key contrasts that differentiate spoken language and written language: Spoken language Auditory Visual Temporary; intermediate reception Permanent; delayed reception Prosody (rhythm, stress intonation) Punctuation Immediate feedback Delayed or no feedback Planning and editing limited by channel Unlimited planning, editing, revision From the definitions above the writer can conclude that speaking is the action of conveying ideas, thoughts, and meaning directly towards the listener through systematic verbal utterances. Speaking is a form of oral communication by pronouncing sounds of words to interact with each other.

### The Component of Speaking

Vanderkevent states that there are three components in speaking These components are comprised of:

#### 1) The Speaker

Speaker is a person who creates the utterances or sounds of words. When the speaker starts to speak, he immediately delivers their messages to the listener. There will be no feeling or expression being stated if there is no speaker.

#### 2) The Listener

Listener is a person who accepts the message or meaning from the speaker. The speakers will express their thought in written form if there are no direct interlocutors.

#### 3) The Utterances

Utterances are words or sentences. Speakers will produce utterances when they want to make a statement or express their opinion. The speakers and

the listener will use sign, if there are no utterances produced by the speaker.

### Kinds of Speaking Activities

To increase students' speaking motivation, teachers should engage their student into various speaking activities. Teacher has to set up kind of enjoyable speaking activities, so the student can fully participate on it. Harmer said that speaking activities can give the student enormous confidence and satisfaction, and with sensitive teacher guidance can encourage them into further study.

According to Nunan there are several speaking activities that lead students to speaking mastery. These activities are designed to increase students' fluency in speaking English:

- a. **Information Gap.** Information is a useful activity which one person has information that the other lacks. They must use the target language to share that information. Harmer states that information gap is one type of speaking activity where two speakers have different parts of information making up a whole. Because they have different information, there is a gap between them.
- b. **Role-plays.** This activity is kind of speaking activity that relatively safe environment of the classroom. In a role-play, students are given particular roles in the target language. Teacher can prepare the students to play a role as a policeman, doctor, tourist, etc. The student will be practice the target language effectively before they have to do the conversation in the real life.
- c. **Simulation.** Simulation is more complicated than role-plays. Because in a simulation requires the props to make somewhat realistic environment to support students' language practice. For example, if the students have to practice transactional speaking with the cashier in the bookstore, the teacher might provide some stuff such as: book, pen, rules, even using money for their purchases. So the situations are created by the teacher as if it is real.
- d. **Contact Assignment.** The purpose of this activity is to get the students talk to people

using the target language by sending them out of the classroom. The teacher sends the students to find information as many as they can. The students are provided with a worksheet and they can fulfill the information by asking the questions. Afterwards, the students compile the result of the survey and report what they have learned.

### **Functions of Speaking**

Numerous attempts have been made to classify the functions of speaking in human interaction. Brown and Yule made a useful distinction between the interactional functions of speaking, in which it serves to establish and maintain social relation and the transactional functions, which focus on the exchange of information.

#### **a. Speaking as Interaction**

A talk as interaction refers to what we normally mean by "conversation" and describes interaction that serves a primarily social function. The focus is more on the speakers and how they wish to present themselves to each other than on the message. Brown and Yule proposed the main features of talk as interaction can be summarized as follows:

- a. Has a primarily social function.
- b. Reflects role relationships.
- c. Reflects speaker's identity.
- d. May be formal or casual.
- e. Reflects degrees of politeness.
- f. Employs many generic words.
- g. Uses conversational register.
- h. Is jointly constructed.

#### **b. Speaking as Transaction**

A talk as transaction refers to situations where the focus is on what is said or done. One of example of speaking as transaction is focus group discussion to solve a problem. The main features of talk as transaction are:

- a. It has a primarily information focus.
- b. The main focus is on the message and not the participants.
- c. Participants employ communication strategies to make themselves understood.

- d. There may be frequent questions, repetitions, and comprehension checks, as in the example from the preceding classroom lesson.
- e. There may be negotiation and digression.
- f. Linguistic accuracy is not always important.

### **c. Speaking as Performance**

The third type of talk that can usefully be distinguished has been called talk as performance. This refers to public talk, that is, talk that transmits information before an audience, such as classroom presentations, public announcements, and speeches. One of example speaking as performance gives presentation in classroom.

### **B. 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.

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." Furthermore, 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 an easiness about the possibility of something terrible might happen. Furthermore, 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.

### **Location and Time of Research**

This research was carried out SMPN 3 Kroya Indramayu. The reason for conducting this research in Students' Anxiety Factors in Speaking English at the Second Grade of SMPN 3 Kroya Indramayu because most of the students were afraid and shy to practice with the target language, in this case the target language is English, because they were worried about making mistakes. The subjects of this research were students SMPN 3 Kroya Indramayu in the academic year of 2020/2021. The research was held in May 2021.

### **Research Design**

In this research, the researcher used a qualitative design with a case study. In qualitative research, the researchers study things in their natural settings, attempting to make sense or interpret phenomena according to Creswell in Sugiyono. A qualitative design with a case study aimed to describe a phenomenon accurately based on the characteristic of research. The case such as event, problems, process, activity, program, a single person, or several people said Merriam.

Qualitative method was chosen because this research aims to provide an insight into the case of speaking anxiety in the second grade of SMPN 3 Kroya Indramayu, specifically anxiety in English language. According to Fraenkel, 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 researchers to study particular students in an attempt to understand the case of speaking anxiety.

Based on the explanations above, it can be concluded that qualitative research is analyzing about descriptive data that is collected in the form

of the situation of the natural object. Where descriptive data such as researchers or spoken, by using qualitative research the researchers got the answer about the question in analyzing Students' Anxiety Factors in Speaking English at the Second Grade Student of SMPN 3 Kroya Indramayu.

### **Data and Data Sources**

Data sources in qualitative research can be divided into two, they are:

1. **Primary Data Sources.** Primary data is a data source that directly provides data to researchers, in this study the sources of data information given from SMPN 3 Kroya Indramayu which is consisted of staff, teachers and students.
2. **Secondary Data Sources.** Secondary data in this study are data obtained not directly from the source. In this study the secondary data sources used are written data such as documents from schools.

### **Population, Sampling and Sample**

The qualitative approach is often debated among the stakeholders observer or research methodologist on the sample problem. There is while people who view that in qualitative research does not exist or does not use samples. Samples exist only and used in quantitative research and serves as a representative population (where the population exists only in quantitative studies).

The meaning that the sample is meaningful as its components constitute and represent the population. While in qualitative research there is no sample because there is no population, there is subject, informant or respondent (respondents are commonly used in quantitative research). While the term sampling is used by both (quantitative and qualitative) which means the technique of taking research subjects. In quantitative research, for example using random sampling, whereas in qualitative research which is often used purposive sampling or theoretical sampling and snowball sampling.

**Population** Before the sample was collected, the researcher had to determine the population. According to Sugiono. population is geographic generalization there are: object/subject has quality and certain of characteristic that set by researcher to

learning then make the conclusion. Meanwhile according to Ary, a population is defined as all members of any well-defined class of people, events, or objects and according to Creswell population is a group of individuals who have the same characteristic. With the explanation above therefore concluded that population is the whole of the research subjects who have the characteristics that have been determined by the researcher. The population of this research was the students' at second grade of SMPN 3 Kroya Indramayu which consisted of four classes with the total number are 128 students, 63 male and 65 female.

**Sampling** In this research the researchers used purposive sampling technique. According to Arikunto, purposive sampling technique is sampling technique which is done because of limited time and finding. According to Marguerite et.al, purposive sampling technique is a common procedure used in qualitative research that identifies key informants or people who have specific knowledge about the topic being studied. The type of purposive sampling that a researcher may decide to use depends on the purpose of the study. and based on Sugiono purposive sampling technique is determine the sample of source data with consideration. It means in this research, researchers chose the subject according to the need and purpose of the research.

**Sample** Selection of the sample is very important step in conducting a research study. Sample is a part of population which will to be analyzed. Sample must be representative as one is to be able to generalize with confidence from the sample to population. According to Sugiono sample is part of number and characteristic those set in the population. According to Arikunto, a sample must be representative to a population and based on Ary, a sample is a group of a population. It means that sample must be part of population that representative of the entire population as possible.

Knowing that the population is huge in number, therefore, for this research the writer determine the participants of this study used a purposive sampling in order to help the writer to understanding the phenomenon being studied. According to Creswell, purposeful sampling is aimed to learn or understand the central phenomenon by selecting individuals and sites intentionally. The participants of the study are six students of SMP N 3 Kroya Indramayu in

class 8 A, who are considered to be anxious in English class based on the characteristics of anxious students illustrated by Oxford such as: *General Avoidance* and *Physical Actions*.

**Data Collection Techniques** There were two main affected aspects to the quality of the research of data results, research instruments and quality of data collection. The researcher gained the data through some techniques and instruments. The instruments used by the researcher to get some data and information from the subject of the study. This research uses three kinds of technique to collect the data. They are observations, interviews and documentation.

### **Data Analysis Technique**

- 1. Data Display** The first major flow of analysis activity is data display. Generally, a display is an organized, compressed, and assembly of information that permits conclusion drawing and action. The displays included many types of matrices, graphs, charts, and networks. The creation and use of displays is not separate from analysis, it is part of analysis. The researcher displayed the data in order to facilitate for data interpretation. It display in a table with the basic categories such as factors contribute to anxiety.
- 2. Data Reduction** Data reduction refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data that appear in written- up field notes or transcriptions. As data collection proceeds, further episodes of data reduction occur (writing summaries, coding, teasing out themes, making clusters, making partitions, writing memos). Qualitative data can be reduced and transformed in many ways; through selection, through summary, or paraphrase. This case, the researcher selected the data that contain of observation, interview, and the documentation. Then, this summary analyze to see the important information, group the data, and selected the data are need and arrange the data to the proper format, so it can give meaningful result and conclusion.
- 3. Conclusion Drawing /Verification.** The third stream of analysis activity is conclusion drawing and verification. From the start of data collection, the qualitative analyst is beginning



to decide what things mean- is noting regularities, patterns, explanations, possible configurations, causal flows, and propositions. Conclusion are also verified as the analyst proceeds, and verification may be as a brief as fleeting second thought crossing the analyst's mind during writing, with a short excursion back to the field notes, or it may be through and elaborate, with lengthy argumentation and review among colleagues to develop "inter subjective consensus" or with extensive efforts to replicate a finding in another data set.

**Findings and Discussion** The researchers conducted interviews and observations on May 2021. The data were collected in the form of sentences, interview transcriptions, and notes.

**A. Data Description** The researchers observed and took notes on some important points during the English speaking teaching and learning process. The researchers also conducted interviews with students in academic year of 2020/2021. There was

also another interview with the English teachers who taught in English speaking classes.

**a. Observation Findings** The researcher carried out the observation in order to find out the factor of students' speaking anxiety. The researchers conducted the research on May 2021. Learning English at this time due to the existence of Covid 19 (Corona Virus Disease), learning is very inefficient and cannot meet face to face between teachers, students and friends. Therefore, because of the Covid 19 pandemic, students are asked to study at home using online social media (online) In the process of observation, the teacher reviewed previous lesson of speaking by Whatsapp Group and Zoom.

**b. Interview Findings** The data were gathered through structured interview with the participants who considered to be anxious in English classroom observation. The table below is a data display compiled from the interview. It showed what factors that might contribute to the students' anxiety.

**Table 1**  
Factors Contributing to Anxiety

Factors Contributed to Anxiety	Sign
Speaking activities: speaking in front of the class, being called on by teacher or waiting turn, did not know how to answer teacher's question, worried about grammatical mistake and worried about pronunciation.	Avoidance; lack of eye contact, pretend to be busy by reading a book or writing a note, refuse teachers instruction to practice. Physical: fidgeting, stuttering, stammering, lowering the voice, speak too much fast and sweating.
Ridiculed by others	Physical: Lose focus, fidgeting, lowering the voice, squirming, stammering, stuttering, jittering, and sweating or smiling, laughing to cover anxiousness.
When teacher delivered a lesson: incomprehensible input, teacher speak too much fast, fear of getting left behind.	Avoidance: showing carelessness, lack of eye contact, chatting with peers, Physical; fidgeting, confusing, worried.

Based on the table 1, it showed that students might feel anxious at some situations. Students were mostly anxious in speaking activities such as speaking in front of the class, being called on by the teacher or waiting turn to speak. They also worried about grammatical and pronunciation mistake.

**B. Discussion** The findings suggested several factors that possibly contribute to the students' anxiety in their English class. It also indicated that those factors were not only come from teacher but also the students. Based on the findings the factors that contribute to anxiety could be classified as

follows: a). Factors Contribute to Anxiety comes from Teacher b). Factors Contribute to Anxiety comes from Teacher c). Factors Contribute to Anxiety comes from Students.

## CONCLUSION

Based on the result of the research and discussion that has been presented in the previous chapter, it can be concluded that:

1. Studies of speaking anxiety focusing on either both college or high school level and showing clear and convincing evidence of the causes of students' anxiety in speaking English. According to the students there were various factors that contribute to their anxiety. There are at least seven factors which were found in this study, they were classroom activities, inappropriate ways of teaching, excessive material, level of difficulty, students' beliefs about language, stressful speaking experience, and lack of preparation. The sources of these factors were not only from the teacher but also

from the students. Moreover, those factors were discussed in this study, which deepened our understanding of speaking anxiety.

2. The experiences of the students provide a great deal of information about students' anxiety in speaking English. They offer insights on what may contribute to their anxiety as well as what teacher can do to reduce that anxiety. In other words, students can provide valuable information about their anxiety in speaking English. Therefore, it is important to use their insights to create a more relaxing environment.
3. To overcome their anxiety the students applied strategies to overcome their anxiety in speaking English, namely preparation strategy, relaxation strategy, positive thinking strategy. Those strategies help the students' to deliver their opinion, in group discussion, and in individual presentation. However, the students were still need assistant to increase their pronunciation, speech content, and sentence structure, and self-confidence.

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