



STUDENTS' ANXIETY IN SPEAKING ENGLISH AT SMAN 7 KEDIRI IN THE ACADEMIC YEAR 2021/2022

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ABSTRACT

The purpose of this research is to identify the type of anxiety experienced by students, and to find the factors that caused anxiety in the students. This research used qualitative approach and qualitative descriptive as the type for the research. The object of this research was 32 of X-MIPA 7 in SMAN 7 Kediri in the academic year of 2021/2022. Meanwhile, this research used interview to collect the data and questionnaire as the research instrument. The data gained then being analyzed using data reduction to sort and focus on the important information related to the research. Then, the writer writes an explanation and adding table related to the data. Finally, the data were checked to confirm it's validity. The result of this research showed that highest type of anxiety experienced by the students is state anxiety with (84.4%) students and followed by trait anxiety with (59.4%) students. As for the factors caused anxiety, fear of negative evaluation being the biggest factor caused it with (84.4%) students, followed by communication apprehension with (81.25%) students, and the last one is test anxiety with (78.10%) of students.

KEYWORDS: *anxiety, speaking, English*

1.0 INTRODUCTION

Speaking defined as a process of interaction between speaker and listener. Through speaking, people are able to convey their idea and explore their thought to other people. In the process of interaction, speaker able to use verbal and nonverbal language. According to Irsyad & Narius (2013), speaking is a verbal communication used by people in their social relationships. Verbal communication, according to Krauss (2012) is the way how express message using words or spoken language to interpret the meaning. Meanwhile, Anjali & Emmanuel (2015) defined nonverbal communication is how people convey their thought not through words spoken language or words but moreover through expression and action.

In the teaching learning process, speaking is one of important skill that have to be mastered by the students when studying English. This is in line with Irsyad & Narius (2013) which stated that one of the language skills that have to be mastered by students in the process of learning English is speaking, besides listening, and writing. Speaking itself is an exercise for the students to do an interaction with other students. This is because speaking is an activity that has to involve another person on it.

In the process of learning speaking in the class, there are some interactions that has to be followed by the teacher and students. Classroom interaction is all interaction that occur the

teaching learning process where the teacher determines the interaction occur in the classroom (Utami, 2020). In the class, when teacher ask the students to answer a question orally, students will answer it in Bahasa or even keep silent even when the teacher ask them couple times to answer it. Therefore, this process of interactions usually growth the anxiety feeling in the students.

Anxiety is the condition where students feel nervousness, excessive sweating, worry, and uneasy. In line with that, Chiang (2012) defined anxiety as the synonym from feeling worried, the feel of uneasiness, disquiet, disquietude, and inquietude. Since anxiety plays a big role in affecting student speaking skill, there are some factors caused student to feel anxious. The factors which are able to increase individual to speak incorrectly and cause an acute sense of anxiety are the lack of vocabularies, improper grammar, and fears of mistake (Rayani, 2012). Furthermore, students who is learning to English language often express and show a feeling of stress, nervousness, or anxiety while learning to speak English and claim to have mental block against learning English (Tanver: 2007).

1.1 Nature of Speaking

Cameron (2001:40) define speaking is about making people understand speaker's feeling and ideas by doing an act of communication using language. Nunan (2003) also added that speaking is the productive oral skill and it consist of producing systematic verbal utterances to convey meaning.

According to (Bailey, 2005), speaking is a process of interaction where speakers intend to build meaning through producing, receiving and processing information. Other definition comes from Finocchiaro and Brumfit as in (Lia: 2015) propose that speaking means giving oral expression to thoughts, opinions, and feelings in terms of talk or conversation.

Komariah (2020) explains that speaking is an activity where the speakers must use oral language well to transfer the information to order people. Najiha and Sailun (2021) also puts their explanation about speaking is the act of communicating with others via the use of words. Speaking is not the oral production of written language, but it needs a wide range of learners' subs-skill involvement, which, added together, constitute an overall competence in the spoken language (Mc Donough:1993).Based on Hafidhoh (2014), he stated that that there are some aspect in speaking, there are pronunciation, grammar, fluency, vocabulary, and comprehension.

1.2 Nature of Anxiety

Anxiety is one of the most common psychology issues known in the society. Sutarsyah (2017) defined anxiety as psychological state that characterized by somatic, emotional, cognitive, and behavioral components. Anxiety is a sense of apprehension or doom that is accompanied by certain psychological reactions, such as accelerated heart rate, sweaty palms, and tightness in the stomach (Horwitz:2011).

According to Mohtasham & Farnia (2017), anxiety is that state of an individual when they feel "uneasiness, frustration, self –doubt, apprehension, or worry" similar to other specific anxiety. Anxiety is "associated with feelings of uneasiness, frustation, self doubt, apprehension or worry". Moss (2002) said that each experience on anxiety involves a perception of danger, thoughts about harm and a process of psychological alarm and activation. From those definition and explanation, researcher conclude that anxiety is an uneasy feeling experienced by person when they think they are in an uncomfortable situation. Anxiety might also appears caused by a trauma about what they experienced in the past.



1.3 Type of Anxiety

According to Huberty (2009) he divided anxiety into two types. Those are: trait anxiety and state anxiety.

a. Trait Anxiety

Trait anxiety is pattern of responding with anxiety even in nonthreatening situations (Huberty:2009). Adi (2007) shows that trait anxiety is a part of person's character and is a permanent disorder. According to Isnaini (2018) trait anxiety is the type that have more intensive anxiety that depends on one individual regardless of the situation. People who is living with type of anxiety tend to worry about anything more that they should do.

b. State Anxiety

State anxiety is a temporary emotional reaction that arise in certain situations that are perceived as a threat, such as taking test, undergoing surgery, or otherwise (Risnawati & Gufron: 2010). As an addition, they also said that this anxiety is determined by a subjective sense of tension. Huberty (2009:31) said that state anxiety refers to anxiety that occurs in a specific situation and in a short time.

1.4 Factors caused Anxiety

According to Horwitz et al. (2011) there are 3 factors caused language learning anxiety. Those are communication apprehension, test anxiety, and fear of negative evaluation.

a. Commnucation Apprehension

Communication apprehension is kind of anxiety occurs when learners feel unable to speak, discuss, ask and answer questions in a speaking class; they fail to communicate smoothly and effectively. (Watson & Friend, 1969).

b. Test Anxiety

This type of anxiety is related to anxiety that will appears in someone as a form a fear that they might get failed in the test. Test anxiety refers to a type of performance anxiety stemming from a fear of failure (Horwitz et al. 2011).

c. Fear of Negative Evaluation

Fear of negative evaluation is an extension of the second component (test anxiety) of second/foreign language anxiety because it is not limited to test taking situations, but, it may occur in any social, evaluative situation, such as interviewing for a job or speaking in second/foreign language class (Horwitz et al. 2011, 12).

2.0 METHOD

This research used qualitative approach and qualitative descriptive as the type for the research. The object of this research was 32 students of X-MIPA 7 in SMAN7 Kediri in the academic year of 2021/2022. Meanwhile, to collect the data, researcher did an observation in the class during the English class. Next, an interview was conducted to the students to gain the main data by using 28 questions with *close-ended* type of answer that been made based on the theoris related to type of anxiety and factors caused speaking anxiety. Then, the collected data analysed and interpreted in a form of percentage. Lastly, resercherdecidedtouse data analysis technique argued by Miles, Huberman, and Sadana (2013). Those are data reduction, data display, and drawing conclusion.

3.0 FINDINGS AND DISCUSSION

This research was conducted in SMAN 7 Kediri. The researcher chooses the students from 10th grade specifically from X-MIPA 7. The reason why researcher choose to do the research here is because SMAN 7 Kediri is one of the favorite schools in the town also the students there often win a competition in national or international event. With that, researcher curious whether there will be students that undergo speaking anxiety. The students in the class where researcher did the research having 2 English meeting per week. While the duration for each meeting is 30-40 minutes.

3.1 FINDINGS

3.1.1 Anxiety Type Experienced by the Students

Chart 3.1
Type of Anxiety Result

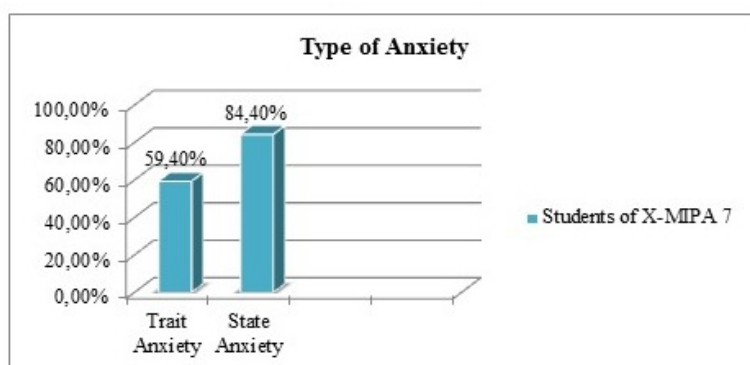


Table 3.1
TraitAnxiety

Question	Total Students Number	Yes		No	
		Percentage	Students Number	Percentage	Students Number
a) Do you like English lessons?	32	75%	24	25%	8
b) Do you feel confident to use English in your daily life?	32	37.5%	12	62.5%	20
c) Do you often feel like skipping English classes?	32	21.9%	7	78.1%	25
d) Do you feel excited when you take an English class?	32	59.4%	19	40.6%	13
e) Do you feel anxious during English class even though you have studied before?	32	68.8%	22	31.2%	10
f) Do you volunteer yourself to actively participate in English classes?	32	78.1%	25	21.9%	7

From total thirty two students in the class, it can be seen on the chart 3.1 that fifty nine point four percent or nineteen students in the class undergo the trait anxiety type. This result gained from the table 3.1 which shown that twenty students which in percentage is sixty two point five percent feel less confident to use English in everyday life. Then, it is also proven from student answers for the fourth and sixth question. In the fourth question, there are thirteen students who did not excited to attend English class which in percentage is forty point six percent. Having the same output, there are also thirteen students who answered that they do not want to volunteer themselves during English class. However, for the fifth, thirty seven point

five percent or twelve students responded “yes” to this question. Then for first question, only eight students which mean twenty three point two percent of the class answered that they do not like English lesson. While, there are only twenty percent or seven students who feel like that they want to skip English class.

Table 3.2
State Anxiety

Question	Total Students Number	Yes		No	
		Percentage	Students Number	Percentage	Students Number
a) Do you feel panic when you asked to speak English loudly?	32	75%	24	25%	8
b) Do you feel panic when you asked to speak English without any preparation?	32	96.9%	31	3.1%	1
c) Do you feel panicked when you asked to speak in English in front of the class?	32	84.4%	27	15.6%	5
d) Do you feel panic when you take an oral exam in English?	32	75%	24	25%	8
e) Do you feel panic when you can't understand what the teacher is saying in English?	32	65.6%	21	34.4%	11

As for this type of anxiety, it can be seen in the chart 3.1 there are twenty seven students or eighty four point four percent of thirty two students who encounter state anxiety. The data in detail can be seen in the table 3.2 above. From the table, it shows that thirty one students or ninety six point nine percent of the class feel panicked when they asked to speak English without any preparation before. Then, as shown in the table 3.2, the first and fourth question receiving the same responses from the students. In the first question, there are seventy five percent or twenty four students who agreed that they feel panicked when they asked to speak English loudly. Having the same amount of responses from students, the fourth question also shows that there are twenty four students from total thirty two students who find themselves feel panicked when they take an oral exam. Meanwhile, students responses on the fifth question shows that twenty one students or sixty five point six of the class feel that they feel panicked when they can not understand what the teacher said in English.

3.1.2 Factors Caused Anxiety in the Students

Chart 3.2
Factor Caused Anxiety Result

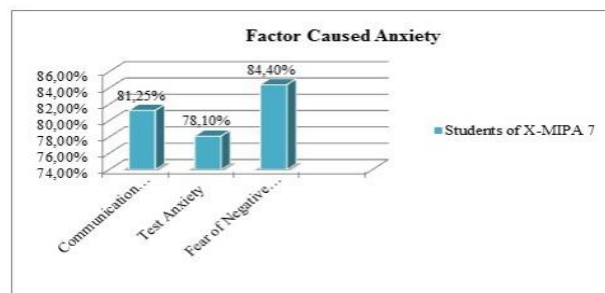


Table 3.3
Communication Apprehension

Question	Total Students Number	Yes		No	
		Percentage	Students Number	Percentage	Students Number
a) Do you feel anxious when you speak in English?	32	75%	24	25%	8
b) Do you feel anxious when you have to ask questions in English?	32	75%	24	25%	8
c) Do you feel anxious when you have to answer questions in English?	32	75%	24	25%	8
d) Do you feel anxious when you asked to do a presentation in English?	32	84.4%	27	15.6%	5
e) Do you feel anxious when you asked to have a conversation in English?	32	68.8%	22	31.2%	10
f) Do you feel anxious when you asked to do a group presentation in English?	32	78.1%	25	21.9%	7

According to the chart 3.2, twenty six students from thirty two students in the class, having communication apprehension as the factor that caused anxiety. For further details, it can be seen in the table 3.3 where twenty seven students or eighty four point four students answered “yes” to the fourth question that asked about whether they feel anxious when they asked to do an individual presentation in English. Moreover, the sixth question shows twenty five students or seventy eight percent of the class still feel anxious when they have to do a presentation in a group. Meanwhile, the first question asked about students anxious feeling when they asked to speak in English. This question shows that seventy five percent students in the class which also means twenty four students feeling anxious when they asked to speak in English. As for the second question, there are twenty four students or seventy five percent of the class that responded “yes” to this question explained that they feel anxious when they have to ask question in English. The third also receive the same responses as two previous questions. From thirty two students in the class, twenty four of them answered that they feel anxious when they have to answer question in English. Whereas, for the least question that got answered “yes” by the students is the fifth question. In this question, there are twenty two students who feel anxious that they might be asked to have a conversation in English.

Table 3.4
TestAnxiety

Question	Total Students Number	Yes		No	
		Percentage	Students Number	Percentage	Students Number
a) Do you feel anxious about making mistakes during speaking class?	32	71.9%	23	28.1%	9
b) Do you feel anxious that you forget the material you have learned before during speaking class?	32	75%	24	25%	8
c) Do you feel anxious about being called to speak during speaking class?	32	84.4%	27	15.6%	5
d) Do you feel less capable when you already practiced for a speaking class?	32	28.1%	9	71.9%	23
e) Would you feel anxious in the oral test if you had studied well before?	32	56.3%	18	43.7%	14

Based on the chart 3.2, from thirty two students in the class seventy eight point one percent of them or twenty five students agreed if this factor is one of the factor caused they anxiety in speaking. In details that shown in the table 3.4, there are twenty seven students or eighty four point four percent of the class who answered that they feel anxious that they might be called by the teacher during speaking class (Question 3). Then, in the second question, there are seventy five percent of the students or twenty four students who said that they feel anxious that it made them forget the material they have been learned before. Only one different students answers, the third question talked about whether the students feel anxious that they might made



mistake during English class. Twenty three or seventy one point nine percent students responded that they feel anxious about making a mistake during English class. The fifth question, examined about students anxious feeling during oral test despite that they have studied before. In contrast, there are only nine students or twenty eight point one students who feel less capable when they practiced for speaking class. This examined, that more than half of the class think they are good enough when they have practiced for speaking class before.

Table 3.5
Fear of Negative Evaluation

Question	Total Students Number	Yes		No	
		Percentage	Students Number	Percentage	Students Number
a) Do you feel anxious when your classmates gives you feedback in the speaking class?	32	56.3%	18	43.7%	14
b) Do you feel anxious when your class teacher gives you feedback in the speaking class?	32	65.6%	21	34.4%	11
c) Are you worried about getting negative feedback from your friends in speaking class?	32	62.5%	20	37.5%	12
d) Are you worried that you will get negative feedback from your teacher in speaking class?	32	75%	24	25%	8
e) Do you feel that your classmates are better than you in speaking class?	32	75%	24	25%	8
f) Are you worried that your classmates will laugh at you when you speak English?	32	68.8%	22	31.2%	10

Being the biggest factor that caused anxiety in the students, as shown in the chart 3.2, from total thirty two students in the class, eighty four point four percent or twenty seven students chosen this factor as one of the factor that caused their anxiety. For detailed data, it can be seen in table 3.5 that seventy five percent of the class or twenty four students agreed that they feel worried about getting negative feedback from their teacher. Meanwhile the fifth question also show exact result as it is presented that seventy five percent from total thirty two students which means twenty four students said that they feel that their classmate are better than them in speaking class. On the sixth question, from total thirty two students, seventy point four percent of the class answered “yes”. This implies that twenty two students worried that their classmate laugh at them when they speak English. Then, the second question got sixty seven point two percent or twenty one students who agreed that they feel anxious about the teacher feedback during speaking class. Meanwhile, third question shows that twenty students or sixty four percent of the class said that they are worried about getting negative feedback from their classmate. Last, the first question shows that there are eighteen of the total thirty two students who feel anxious about their classmate’s feedback during speaking class.

3.2 DISCUSSION

Based on the data gained, for trait anxiety type showed that more than half of the students in the class which are 19 students or 59.4% of them undergo this type of anxiety. As added, out of six questions it was found that the second question is the question with the highest appropriate answer. This shown that confident is the students’ biggest indicator in the trait anxiety. This is in line with Rajitha and Alamelu (2020) who stated that the confidence level of the language user is essential to speak without the feel of anxiety or fear.

Followed by the second type of anxiety which is state anxiety shows higher percentage from the previous type. As for this type, 84.4% of the class or 27 of the students are experienced state anxiety. the second question got the highest students answered “yes” to it with 31 students

or 96.9% of the class. This finding is similar with Marwan (2007) who found that lack of preparation from the students being the major contributor of students' anxiety.

Moved to the factors that caused anxiety in the students, the first factor is communication apprehension. This factor is shown that 26 students or 81.25% from total 32 students experiencing this as the cause of their speaking anxiety. The data indicate that the highest "yes" answer goes to the fourth questions with 27 students or 84.4% of the class. Zetterkvist (2021) also found that individual spoken presentations created anxiety and awkwardness in the students.

Followed by the second factor which is test anxiety, there are 25 students of 78.1% of the class experiencing this as the cause of their speaking anxiety. The third question in this category shows that 27 students or 84.4% of the class feel anxious when they are being called to speak during speaking class. As supported by Najiha and Sailun (2021) stated that students will always feel nervous when they name be called during speaking class even though they have studied before.

For the last factor that caused speaking anxiety is fear of negative evaluation. The total result for this type is 84.40% from the total 32 students or 27 students experiencing this as the cause of their speaking anxiety. Then, the result shows that there are 2 questions that getting the highest "yes" responses from students. The first one is questions number four with 75% of the class or 24 students agreed with this question. Previous study by Mukminin et.al (2015) stated that the thought on students where they think that their teacher is perfect also they fear that they might make mistake lead the students to the feels where they worried about they teacher might give them negative evaluation. Followed by the fifth question about when oneself think that their classmates are better than them in speaking class which getting 75% of the class answered "yes". As mentioned previously, where students thought that they did not have the ability to talk in English like their classmate, they underestimated their ability and they felt lower than their classmate that led them to feel unrelaxed (Damayanti, et al, 2020)

4.0 CONCLUSION

Based on the finding and discussion mentioned in the previous chapter describe that researcher purpose to take conclusion from this research. First, highest type of anxiety experienced by the students of 10th grade in SMAN 7 Kediri is state anxiety followed by trait anxiety.

Second, as for factors that caused speaking anxiety in the students, there are 3 factors influence it. The factor that influenced the students most is fear of negative evaluation, followed by communication apprehension, and the last one is test anxiety.

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