



# AN ANALYSIS OF STUDENTS' SPEAKING ANXIETY AT THE 10<sup>th</sup> GRADE OF SMK 2 PGRI KEDIRI

Johan Helmi Yahya<sup>1</sup>

<sup>1</sup> University of Nusantara PGRI Kediri/English Education,  
Indonesia  
[johanhelmiyahya@gmail.com](mailto:johanhelmiyahya@gmail.com).

## ABSTRACT

*Speaking is the ability to say articulation sounds or words to express and convey thoughts, ideas, and feelings. The purpose of speaking is to communicate. Through speaking students can give opinions, suggestions, and ask questions to someone or listeners verbally. Anxiety is a feeling of fear, anxiety or hesitation in speaking. In the teaching and learning process, many students experience anxiety when they give opinions, answer questions and speak in learning English. Qualitative research was used as a method with a case study approach. The case study approach will permit the writer to study on specific students in order to understand the case of language anxiety. The result of this research shows that the most aspects that bothered students in English class are speaking activities and unclear explanation. Students felt anxious when they do not understand what their teacher is talking about, they also said that they felt anxious because they did not have enough preparation. Students also felt anxious when they are being ridiculed by peers or classmates. In addition, they felt anxious because they have lack or limited of grammar and vocabulary, so that they felt that the other peers are better than them. Great affirmation of the presence of student's anxiety in learning English will completely impact the teacher in treating the students properly*

**KEYWORDS:** *speaking, anxiety, learning, teaching*

## INTRODUCTION

Speaking is the ability to say articulation sounds or words to express and convey thoughts, ideas, and feelings. The purpose of speaking is to communicate. Communication is the sending and receiving of messages or news between two or more people so that the message in question can be understood. Therefore, in order to convey the message effectively, the speaker must understand what will be conveyed or communicated.

Learning to speak will help students get habits and fluency to improve their speaking skills, because getting used to speaking will greatly improve their ability to speak English. Even so, many students still feel that speaking English is very difficult. This is due to the ability of grammar and vocabulary that students have is still very lacking so that students' self-confidence become disturb.

Therefore, one of the problems experience by many students in speaking English in class is a feeling of anxiety. Anxiety is a feeling of fear, anxiety or hesitation in speaking. In the teaching and learning process, many students experience anxiety when they give opinions, answer questions and speak in learning English. This can be seen from students when they are asked to speak in front of their fellow students, they are not able to reproduce the true meaning, sound or intonation in the target language even after practicing constantly and regularly. But when they are

in front, everything seems lost. They forget the words they have prepared beforehand. The cause of all this is none other than the feelings of anxiety experience by students.

To be able to communicate with people around the world, English speaking skill is considered to be an important skill. Students should have a good command of communication skills in English to prepare their future careers and lives. In reality, even though English has been taught for at least six years in school levels in Indonesia, which in Junior High School and Senior High School level and also in many elementary schools as local content subject, the students still have some difficulties in learning English whether it is the productive or receptive skill, especially speaking.

## LITERATURE REVIEW

### 2.1 The Nature of Anxiety

Anxiety is one of the most well-known psychological phenomena. It occurs when the human body automatically reacts to its surroundings. Commonly, anxiety can be defined as a feeling of being threatened, apprehensive, or worried. As a result, anxiety naturally arises in response to a particular situation. Ades, Robert defines anxiety as related to being insecurely held. Therefore, people who perceive danger will feel anxious. Specifically, anxiety is seen as anxiety and apprehension toward an uncertain situation. While fear and anxiety often sound similar, they are in fact two different mental states. Fisher, R. M explains that fear is the dominant symptom of hurting human beings living in oppressive societies. while anxiety is more forward-looking, uncertainty about the possibility of something terrible occurring.

### 2.2 Types of Anxiety

The most common types of anxiety include state anxiety and trait anxiety. State anxiety occurs when a person faces specific circumstances. State anxiety is also referred to as a normal anxiety in most people. In accordance with Aida, N, et al “state anxiety” refers to transitory emotional state or condition of the human organism that is characterized by subjective, consciously perceived feeling of tension and apprehension and heightened automic nervous system activity. It is nervousness or tension experienced as a reaction to some outside events. As such this type of anxiety is situational and does not last. In other words, it is a feeling of anxiety that disappears when the stressful situation ends.

### 2.3 Foreign Language Anxiety

Anxiety associated with language performance is known as language anxiety or foreign language anxiety. In fact, both terms are in interchangeable. Foreign language anxiety is a specific type of anxiety associated with language learning and use. In addition, Oxford and MacIntyre, cited in Kovac, state that foreign language anxiety is the fear or negative emotional reaction occurring when a learner is expected to perform in a foreign language. Grounded on them, foreign language anxiety appears in the form of anxiety similar as communication apprehension, test anxiety, and fear of negative evaluation.

One more anxiety connected with foreign language learning is dread of negative assessment. Watson and Friend, as cited in Reichenberger, characterized fear of negative evaluation as a trait related to apprehension about others’ evaluations, distress over their negative evaluations, avoidance of evaluative situations and the expectation that others would evaluate oneself negatively. In a foreign language learning settings, students are inclined to have an anxiety toward pessimistic assessment from both teacher as the main familiar speaker in the class and their companions.

## 2.4 Impact of Foreign Language Anxiety

Anxiety has for some time been perceived by teachers as a likely issue in foreign language classroom. Anxious students will experience issues in their language learning since anxiety influences comprehension handling. Anxious students might be upset in focusing on what should be realized, handling data actually, recovering data, and showing expertise that have recently been learned. In addition, foreign language anxiety has a place with incapacitating anxiety since it can ruin language learning. Further, anxiety can influence students' cognitive performance. For instance, anxious students cannot accumulate data on the language rules and vocabularies since anxiety meddle their capability to deal with data. It implies that when anxiety disturbs the cognitive work at one phase, data is not given to the following stage.

## RESEARCH METHOD

Qualitative research was used as a method with a case study approach. The writer chose the qualitative method because this study aims at analyzing the case of language anxiety in the 10<sup>th</sup> grade of SMK 2 PGRI Kediri, especially anxiety in learning English. The case study approach will permit the writer to study on specific students in order to understand the case of language anxiety. The study was conducted at SMK 2 PGRI Kediri. The writer used purposive sampling in order to help understanding the case being studied and to determine the participants. The writer used in-depth interview technique and follow by classroom observation for validity check. Another data collection technique is observation. In this case, observation was made by observing students' behavior during English class. The writer observed signs of language anxiety of English learning in the classroom. In addition, the researcher also made a list of codes which used to make it easier for analyzing the case of this study. The list of codes can be seen below:

**Table 1: List of Codes**

Factors Contribute to Anxiety	Codes
X: Factor from teacher	XT
X: Teacher's personality	XTP
X: Speaking in front of the class	XC
X: Incomprehensive Input	XII
X: Factors from students	XS
X: Ridiculed by peers	XR
X: Beliefs about English	XB
English is difficult	XD
Low self-esteem	XL
X: Lack of preparation	XP

## RESEARCH FINDINGS

The data were gathered through structured interview with the participants who considered to be anxious in English class and classroom observation. The table below is a data display compiled from the interview. It shows what factors that might contribute to the students' anxiety. The researcher found the result through interview with several students, the result will be displayed in table below:

**Table 2: Factors Contribute to Anxiety**

Interview	Participants Answers & Factors Contribute to Anxiety [X]
1 <sup>st</sup> Interview	Threatening attitude [XTP], unannounced test [XTP], asked by the teacher [XC], studying less [XP], limited vocabulary [XL], ridiculed by peers [XR], explain mostly in English [XII], asked to speak in front of the class [XC], unclear explanation [XII].
2 <sup>nd</sup>	The way teacher acts and behave [XTP], ridiculed by peers [XR], the teacher mostly using

Interview	English [XII], do not understand what teacher said [XII], studying less [XP], getting left behind [XII], ignored by the teacher [XTP], unclear explanation [XII], asked by the teacher [XC]
3 <sup>rd</sup> Interview	Ridiculed by peers [XR], unclear explanation [XII], having turn to speak [XC], asked by the teacher to speak in front of the class [XC], being called by the teacher [XC]
4 <sup>th</sup> Interview	Ridiculed by peers [XR], speak in front of the class [XC], explain too fast [XII], do not understand what teacher said [XII], English is difficult [XD]
5 <sup>th</sup> Interview	English is difficult [XD], limited vocabulary [XL], asked to speak in front of the class [XC], ridiculed by peers [XR]
6 <sup>th</sup> Interview	Unclear explanation [XII], explain too fast [XII], asked to speak in front of the class [XC], studying less [XP], ridiculed by peers [XR], feel other students are better [XL], English is difficult [XD]
7 <sup>th</sup> Interview	Ridiculed by peers [XR], Speak in front of the class [XC], English is difficult [XD]
8 <sup>th</sup> Interview	Being called by the teacher [XC], Ridiculed by peers [XR], asked to practice [XC], do not understand what teacher said [XII]
9 <sup>th</sup> Interview	Ridiculed by peers [XR] do not understand what teacher said [XII], English is difficult [XD]
10 <sup>th</sup> Interview	Fear of being ridiculed by others [XR], Suddenly asked by the teacher [XC], English is difficult [XD], feel other students are better [XL], unclear explanation [XII], limited vocabulary [XL], threatening attitude [XTP]

Based on the Table 2, it shows that the most aspects that bothered students in English class are speaking activities and unclear explanation. Students felt anxious when they do not understand what their teacher is talking about, they also said that they felt anxious because they did not have enough preparation. Students also felt anxious when they are being ridiculed by peers or classmates. In addition, they felt anxious because they have lack or limited of grammar and vocabulary, so that they felt that the other peers are better than them.

Students responded that they were being ridiculed by peers when they made a mistake, so their classmates laughed at them. Moreover, the writer also examined about students' belief regarding English language. The majority of the students agree that English is a difficult subject. Students said that they need to know every words or the meaning of the words in order to comprehend the subject.

In addition, the students asked how the teacher influenced their feelings. They replied that the teacher can create fear through the way he behaves, for example: B. Through harsh and threatening methods, speaking too quickly and being forced to practice. Finally, students suggested that teachers should speak more slowly and clearly, using moderate English. They also want teachers to encourage them, not force them to practice. Additionally, they felt that group study and extra time to internalize the lessons would be very helpful.

Moreover, the researcher also found the result in the term of observation which can be seen in the table below:

**Table 3: Factors Contribute to Anxiety**

Factors Contribute to Anxiety [X]	Signs
Worried about grammatical mistake worried about pronunciation [XL], being called on by teacher or waiting turn [XC], did not know how to answer teacher's question [XC], Speaking activities such as speaking in front of the class [XC]	Avoidance; pretend to be busy by reading a book or writing a note, refuse teachers instruction to practice. lack of eye contact Physical; stammering, fidgeting, stuttering, lowering the voice, speak too fast and sweating
Ridiculed by others [XR]	Physical; stammering, squirming, fidgeting, lowering the voice, Lose focus, laughing to cover anxiousness. stuttering, jittering, and sweating or smiling
When teacher deliver a lesson: fear of getting left	Avoidance; showing carelessness, lack of eye

behind [XII]. teacher speak too much fast [XII], incomprehensible input [XII]	contact, chatting with peers, Physical; fidgeting, confusing, worried
--	--

Based on the Table 3, it shows that there are several situations that made students felt anxious. The majority of students felt anxious when they were doing speaking activities, such as waiting turn to speak, being called by the teacher, and speaking in front of the class. Students also worried about their pronunciation and grammatical mistake.

Students also said that the other peers were laughing at the students who made mistakes. When students are being ridiculed, they felt anxious. Moreover, students also felt anxious when the teacher delivered a lesson. Students felt worried if they do not understand about the lesson being taught.

#### 4.1 Factors to Anxiety Comes from Teacher

##### a. Speaking in Front of the Class

Most of the students responded that they were very concerned about having to speak in front of the class. They often responded that they were worried when teachers asked them to practice speaking in front of the class. While another said they panicked when they had to speak English. Many also said they became anxious when a teacher suddenly asked them a question. One student reported that simply being called on can create fear or anxiety.

##### b. Incomprehensible Input

According to the students, unclear explanations also caused them to feel anxious while learning English. Interviews indicated that most students were very frustrated when they did not understand the lessons. They say if they don't get it, they start to feel uncomfortable what the teacher said. Some of them added that they were concerned that they would not be able to understand all the voice input, which only increased their likelihood of failure.

##### c. Teachers' Personality and Attitude

The two past variables examined, talking before the course and inconceivable input, both demonstrated that it was clear instructor had played critical part within the sum of anxiety. In any case, other components specified by the members were moreover showed up to be created by teacher. Some members detailed that they got on edge when instructor excessively criticized students' assignment. It made them feel exceptionally threatened. They moreover commented that they began to feel awkward or stressed when abruptly the instructor gave them a test or a test. Besides, they proposed that teacher ought to appear their sympathy and support to their students.

#### 4.2 Factors to Anxiety Comes from Students

##### a. Being Laughed by Peers

Being laughed or ridiculed by peers is one of factors that contributed to students' anxiety. Most students thought that their classmates will laugh at them when they made mistakes. Students are very concerned when they are being laughed or ridiculed by others in public. In addition, some students have painful memories regarding being laughed by their classmates or peers. Students said that their classmates often shouted at them when they made mistakes in the class. Therefore, it can makes the students embarrassed and lost their focus. This finding also showed that those factors are influenced the anxiety of the students. Moreover, this finding also supported by the result of observation, indicated that most students were laughing at their classmates if they made some mistakes. What makes it worse is, the students can lose their focus when they are being laughed in front of the class or public. Students' mind went blank and they became silent for a few moment. Students started stuttering, stammering, squirming, or fidgeting. Students looked worried or disturbed, and they even sweating.



### **b. Students' Beliefs About the Language Learning**

Another factor that contributed to students' anxiety is beliefs. Based on the interview, it stated that English has obtained reputation as notorious lesson. Many students felt that English is a difficult subject or even the most difficult subject in school. Students thought that they are not able to speak correctly or comprehending and understanding the lesson. Some students also felt that they are lack competent compare with other students. Students felt that they have low self esteem, so that they thought that other students are better than them. Moreover, some students also felt overwhelmed by the rules of the language itself. Some students said that they sometimes have problems with vocabularies. Students believed that they need to understand each words in English subject when they want to understand the topic being said or learned.

### **c. Lack of Preparation**

The findings indicated that lack of preparation also one of factors contributed to students' anxiety. Some students said that if they did not have enough preparation they became anxious. Some students blamed themselves for getting so much worried because they lack of studying. Similar result also found by Marwan (2007), which stated that one of major factor contributed to students' anxiety is lack of preparation. Moreover, Iizuka (2010) also found that lack of preparation while participating in class can lead to anxiety.

## **CONCLUSION AND SUGGESTION**

Whereas other thinks about of outside speaking anxiety center on either both college or high school level, this show about center on junior auxiliary school level and appears clear and persuading prove of the causes of students' anxiety in learning English. Agreeing to the students, there are different aspects that will contribute to their anxiety. There are at slightest six factors, such as talking before the lesson, being laughed or ridiculed by others, incomprehensible input, teacher, students' beliefs, lack of preparation. The sources of these factors are not as it were from the teacher, but also from the students. In addition, those factors were examined in this research, which extend our understanding of foreign language anxiety. The encounters of the students give an extraordinary bargain of data around students' anxiety in learning English. They offer experiences on what may contribute to their anxiety as well as what teacher can do to diminish the anxiety. In other words, students can give profitable data approximately their anxiety in learning English. In this manner, it is critical to utilize their bits of knowledge to make a more comfortable environment.

In spite the fact that this consider was carried out with a little number of members inside a brief period of time, the discoveries give a few valuable data that can be utilized by both teacher and partners to make strides the quality of English instructing and learning. Based on the result of this consider, there are a number of thesis can be made to diminish anxiety in English course. To begin with, the teacher ought to be mindful of outside foreign language anxiety. This ponder shown that teachers' mindfulness of students' anxiety is inadequately. Subsequently, it is vital to raise teachers' mindfulness since anxiety is an critical figure which influences students' learning. Great affirmation of the presence of student's anxiety in learning English will completely impact the teacher in treating the students properly. As for the students, they have to be get included to diminish anxiety in classroom. Students ought to regard each other in arrange to form a friendly environment. Finally, due to the limitation of this research, a further investigation is needed to explore the

## **REFERENCES**

Ades, Robert. (2016). *Anxiety Associated With Insecurity*. Oxford University Press.

Aida, et al. (2020). *An Analysis Of Students' Anxiety In Speaking English At Junior High School In Banjarmasin*. International Conference On Social Science & Humanity, Economics, And Politics. Islamic University of Kalimantan.

Carr, Janette T. (1996). *Communication Apprehension And Exercise Adherence: An Exploratory Study*. University of Nebraska, Omaha.

Chan, D. Y., and Wu, G. C. (2004). *A Study Of Foreign Language Anxiety Of EFL Elementary School Students In Taipei Country*. Journal of National Taipei Teachers College, Vol. 17, No. 2.

Evans, et al. (2017). *Treating And Preventing Adolescent Mental Health Disorders: What We Know And What We Don't Know*. Oxford University Press, p.190.

Fisher, R. M. (2012). *An Introduction To Defining 'Fear': A Spectrum Approach*. Werklund School of Education Research & Publications. University of Calgary.

Iizuka, K. (2010). *Learner Coping Strategies For Foreign Language Anxiety*. Kwansei Gakuin University, Japan.

Kovac, Esen. (2020). *Foreign Language Learning Anxiety Among Low Intermediate Level EFL Students: A Comparison Of The Anxiety Levels Of Students Attending Three Different Turkish State Universities*. Prizren Social Science Journal of Prizren University, Kosovo.

Marwan, Adi. (2007). *Investigating Students' Foreign Language Anxiety*. Malaysian Journal of ELT Research, Vol. 3. The State Polytechnic of Pontianak, Indonesia.

Reichenberger, et al. (2017). *Fear Of Evaluation Unpacked: Day-To-Day Correlates Of Fear Of Negative And Positive Evaluation*. An International Journal of Anxiety, Stress, & Coping, Vol. 31, No. 2, pp. 160.

William, K. E., and Andrade, M. (2008). *Foreign Language Learning Anxiety In Japanese EFL University Classes: Causes, Coping, And Locus Control*. Electronic Journal of Foreign Language Teaching, Vol. 5, No. 2, pp. 181-191. National University of Singapore.