

Investigating Problem And Solution Of Students' Anxiety In Speaking Class

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ABSTRACT

The primary cause of stress for students is communicating in a second language. 50% of the self-assurance-building encounter stems from utilizing speaking skill. Anxiety affects students' academic achievement by inducing worry, insufficient self-assurance, and diminished involvement. This research aims to describe the factors which cause the students' anxiety, find out the most dominant factor and to describe the students' solution to overcome the anxiety. This study used descriptive qualitative research. The subjects were 32 students. Instruments of data collection used in this research were questionnaire and interview. The results of the research suggested that the factors affected students' anxiety in speaking are lack of confidence, low familiarity of tasks, low English proficiency, fear of making mistakes, and incomprehensible inputs. The most dominant factor which caused the students' speaking anxiety is the lack of familiarity of task. The students' solution to overcome the anxiety when speaking English still continued to speak as well as they could, tried to calm down for a moment then continued talking and lowered their voice.

Keywords: students'anxiety, speaking class

ABSTRAK

Penyebab utama stres bagi siswa adalah berkomunikasi dalam bahasa kedua. 50% penemuan menyatakan bahwa kepercayaan diri berasal dari penggunaan keterampilan berbicara. Kecemasan mempengaruhi prestasi akademik siswa dengan menimbulkan rasa khawatir, kurang percaya diri, dan berkurangnya keterlibatan. Tujuan dari penelitian ini adalah untuk mendeskripsikan faktor-faktor penyebab kecemasan siswa, mengetahui faktor yang paling dominan dan mendeskripsikan solusi siswa untuk mengatasi kecemasan tersebut. Penelitian ini menggunakan penelitian kualitatif deskriptif dengan jumlah subjek 32 siswa. Instrumen pengumpulan data yang digunakan dalam penelitian ini adalah kuesioner dan wawancara. Faktor-faktor yang mempengaruhi kecemasan siswa dalam berbicara adalah kurang percaya diri, rendahnya keakraban tugas, rendahnya kemampuan berbahasa Inggris, takut melakukan kesalahan, dan input yang tidak dimengerti. Faktor yang paling dominan yang menyebabkan kecemasan berbicara siswa adalah kurangnya keakraban tugas. Solusi siswa untuk mengatasi kecemasan saat berbicara Bahasa Inggris masih tetap berbicara dengan sebaik mungkin, mencoba untuk tenang sejenak kemudian melanjutkan berbicara dan merendahkan suaranya.

Kata Kunci: kecemasan siswa, kelas berbicara

INTRODUCTION

According to Zubaidah (2016), to face the Revolution Era 4.0 all the graduates must have 4C competencies, namely Creativity, Collaboration, Critical Thinking, and Communication. For this reason, teachers must provide learning experiences so that students can have the expected competencies,



one of which can communicate using English. Mastering English, particularly in terms of verbal communication, poses a significant challenge for students in foreign language settings, as they have limited chances to apply the acquired language skills beyond the confines of the educational environment.

However for foreign language learners, speaking English is not easy to be practiced. MacIntyre and Gardner (1991) noted that the biggest source of anxiety for students is speaking in a second language, and half of the confidence-building experience comes from using speaking skills. Students undergo various processes and types of learning in the target language. However, there are numerous challenges associated with learning to speak and teaching students. One of the issues faced by students is related to their emotions. When students experience emotional distress, it can hinder their ability to concentrate while studying and may also manifest as nervousness and stuttering. Emotion plays a significant role in conversations or classroom activities as it positively influences learning.

In the context of learning a foreign language, students often feel more disheartened rather than encouraged. One of the emotional states that hinders this process is anxiety. Anxiety can manifest as feelings of unease, concern, and apprehension, which can hinder students' capacity to succeed in a foreign language classroom. According to Oxford (1990), most language research indicates a negative correlation between anxiety and performance. For instance, when the teacher instructs students to practice in front of the class, some students fear that their peers will ridicule them if they make a mistake. As a result, they choose to remain silent. This situation creates discomfort for students in the classroom, which can impact their ability to communicate orally.

Anxiety impacts the academic performance of students by causing apprehension, lack of confidence, and decreased engagement. Students who are anxious will encounter challenges in comprehending lessons and expressing themselves, resulting in decreased learning and an inability to showcase their acquired knowledge. Furthermore, they may face more setbacks, which in turn intensify their anxiety. Meanwhile, during the analysis of the tenth-grade students at senior high school 1 Kediri, the researcher identified indications of anxiety among the students. They were apprehensive and hesitant to speak in English due to their concerns about making errors.

Utomo (2018) discovered that the factor affecting students' anxiety in communicating in English is fear of making mistakes that has the most minimal score of all factors, moreover Damayanti (2020) in his exploration discovered the factor that cause tension issues in unknown dialects from different viewpoints and the instructors' job is incredibly significant in this situation. Understudies and instructors could establish a positive homeroom climate so as to conquer language learners' anxiety.

From the previous researches, various perspectives have been explored to identify the sources of foreign language apprehension. However, the factors causing anxiety when speaking English and the possible solution to the problems encountered by students are still less explored. Even the researchers argue that different subjects will show different result. Therefore, this study aims to specifically examine the factors, the primary factor that caused students' speaking anxiety and the students' solution to overcome speaking skills.

METHOD

This is a qualitative study with case research design to describe the factors which cause the students' anxiety, find out the most dominant factor, and describe the students' solution to overcome the anxiety. This research was conducted at SMAN 1 Kediri for one semester. 32 participants were involved in this research in which there were 8 males and 24 females from X-4 Class. The participants were chosen randomly. The instruments of data collection used were questionnaire and interview.

The data about the factors affected students' speaking anxiety and the most dominant factor were obtained from questionnaire which consists of fifteen questions in the form of a checklist. The participants were given a checklist (√) to state if they agree or disagree relating to the questions. Thus, they gave response by ticking the yes or no in the column. After receiving the research instrument responses from the students, the researcher proceeded to analyze the data. The data was calculated manually by counting on how many students answered "yes" or "no" for each question. Meanwhile, the data about the students' solution in overcoming their speaking anxiety were collected through a face-to-face interview.

Following the data analysis developed by Miles and Huberman (2014), the steps carried out includes data reduction, data display, and conclusion drawing and verification. Thus, all the data was interpreted by bringing out the meaning, telling the story, giving an explanation, and expanding reasonable argument. The data was then presented in which the data analysis result from the questionnaire were displayed using percentage that are written in the table and chart bar and described in detail while the analysis result of the interview data were describe in words directly.

RESULT AND DISCUSSION

Result

There are three questions which answered in this study. The answers to those questions encompass the factors which cause the students' anxiety to speak English, the most dominant factor which cause the students' anxiety to speak English, and the students' solution to overcome the anxiety in speaking class which are described as follows.

1. The factors which cause the students' anxiety to speak English

The factors which potentially cause the students' speaking anxiety can be seen in the following table.

Table 1. Questionnaire data

| No. | Type of students' anxiety | Question/statements | Total students | Result | |
|-----|---------------------------|--|----------------|--------|-------|
| | | | | Yes | No |
| 1. | Low English proficiency | <i>Saya merasa lemah ketika berbicara dalam bahasa inggris</i> | 32 | 68,7% | 31,3% |
| | | <i>Saya merasa bingung merangkai kalimat ketika berbicara bahasa inggris</i> | | 46,9% | 53,1% |
| | | <i>Saya kadang lupa pelafalan sebuah kata dalam bahasa inggris</i> | | 46,9% | 53,1% |



| No. | Type of students' anxiety | Question/statements | Total students | Result | |
|-----|-----------------------------|---|----------------|--------|--------|
| | | | | Yes | No |
| | | <i>Saya tidak memiliki banyak kosa kata saat berbicara bahasa inggris</i> | | 78,1% | 21,9% |
| 2. | Lack of familiarity of task | <i>Saya berani berbicara bahasa inggris jika saya familiar dengan topik atau temanya</i> | | 62,5% | 37,5% |
| | | <i>Saya berani berbicara bahasa inggris jika saya menyukai topik atau temanya</i> | | 78,1% | 21,9% |
| | | <i>Saya jarang praktek berbicara dengan bahasa inggris</i> | | 87,09% | 12,81% |
| | | <i>Saya berani berbicara bahasa inggris jika saya familiar dengan topik atau temanya</i> | | 62,5% | 37,5% |
| 3. | Lack of confidence | <i>Saya tidak pernah percaya diri saat berbicara bahasa Inggris.</i> | 32 | 70% | 30% |
| | | <i>Saya malu berbicara bahasa inggris didepan kelas</i> | | 40,6% | 59,4% |
| | | <i>Saya merasa minder karena teman saya lebih baik dalam berbicara bahasa inggris daripada saya</i> | | 68,7% | 31,3% |
| 4. | Fear of making mistakes | <i>Saya khawatir membuat kesalahan saat berbicara di kelas bahasa</i> | | 78,1% | 21,9% |
| | | <i>Saya khawatir tentang konsekuensi kegagalan kelas berbicara saya</i> | | 78,1% | 21,9% |
| | | <i>Saya takut teman saya tertawa ketika saya membuat kesalahan</i> | | 62,5% | 37,5% |
| 5. | Incomprehensible inputs | <i>Saya takut jika guru memberikan masukan dalam bahasa inggris</i> | | 71,9% | 28,1% |
| | | <i>Saya takut jika saya tidak mengerti apa yang guru katakan dalam bahasa asing</i> | | 68,7% | 31,3% |

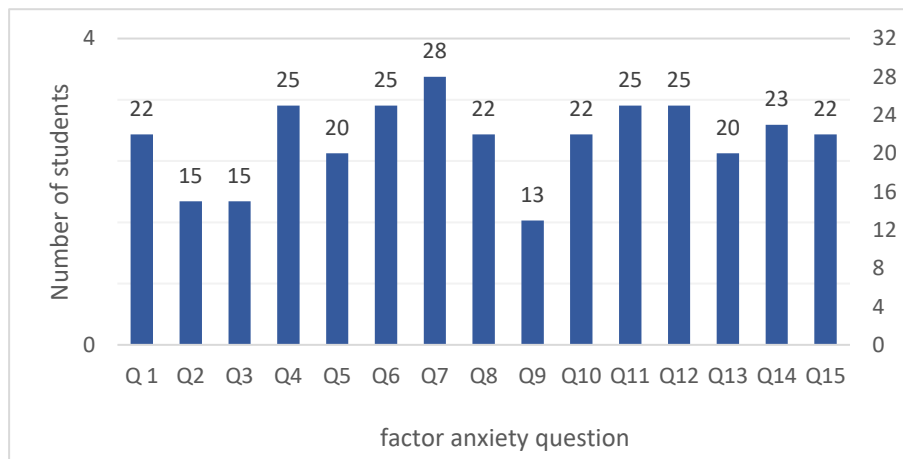
Based on the table above, from the first question until the fourth question that leads to low English proficiency, the majority of students X-4 feel they don't have a lot of English vocabulary, then more than half of the students feel that they are weak in speaking English, and half of them feel confused assembling sentences and also sometimes forget the pronunciation of a word. Then question numbers five through seven show that students in class X-4 have a lack of familiarity with the task factor. Because most of the students agreed with the question that they rarely practiced speaking English, more than half of the students agreed that they would speak English if they liked the topic or theme. Some other students dare to speak English if they are familiar with the topic or theme.

Then on questions eight to ten, it shows the lack of confidence factor. The table shows that most students never feel confident enough when speaking English. Then more than half of the students felt inferior because their friends spoke English better than themselves. Then a few students were embarrassed to speak English in front of the class. Furthermore, in questions

eleven to thirteen, it shows the fear of making mistakes factor. The majority of students answered "yes" to columns eleven and twelve, that is, they were worried about making mistakes while speaking and worried about the consequences of failing in speaking class. Then more than half of the students in question in the third grade felt afraid that their friends would laugh when they made mistakes while speaking English. In the table, questions number fourteen and fifteen show incomprehensible input factors. The two questions have almost the same results. Most of the students feel afraid if the teacher gives feedback in English, and they are afraid when they don't understand what the teacher says in English.

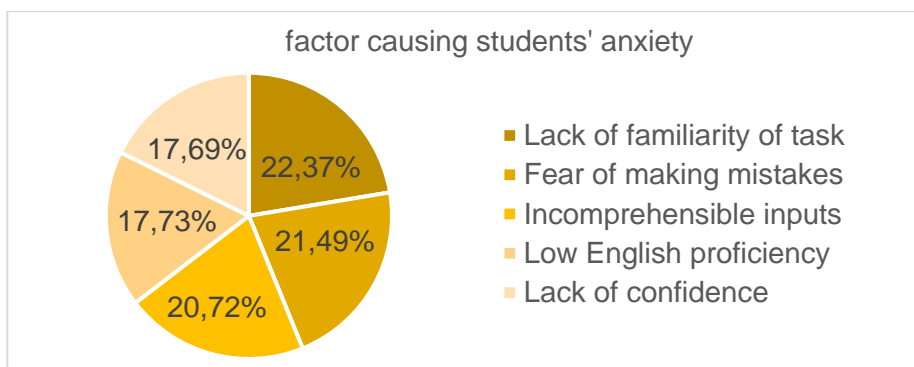
2. The most dominant factor that causes the students' anxiety to speak English

In the chart below, students answered "yes" to the questionnaire given by the researcher. Questions in the questionnaire are indicators of factors that cause students' anxiety when speaking. The first to fourth questions have a low English proficiency factor. Then the fifth to seventh questions are about lack of familiarity with the task. Furthermore, the eighth to tenth questions are about lack of confidence. In the eleventh to thirteenth questions, there is the fear of making mistakes. Then, the fourteenth to fifteenth questions are incomprehensible input factors.



Graphic 1. Result of Questionnaire

Based on the number of students' answers above, the researchers presented the most dominant factors as follows :



Graphic 2. Percentage of students' factor anxiety



From the chart above, the researchers found the most dominant factor causing anxiety namely that 22,37% of the students choose "yes" for the question which refers to the lack of familiarity of the task. Furthermore, the second highest result is a question that refers to the factor of fear of the mistakes which is 21,49%. Then, 20,72% of students' answers to questions that refer to incomprehensible input factors. Next, 17,73% of students answered "yes" to questions related to low English proficiency factor and the last one, with a result 17,69% namely lack of confidence. It shows that the most dominant factor that causes tenth students class at SMAN 1 Kediri feel anxious when speaking English is a lack of familiarity of task.

3. The students' solution to overcome the anxiety in Speaking class

When the researcher asked the students for solutions when they felt anxious when speaking English, Almost all of the students answered that if they felt anxious when speaking English, they still continued to speak as well as possible. However, it was slightly different from the answer of the student who answered that they were trying to calm down for a moment and then continued to speak, and also a little student who answered that they were trying to continue by lowering their voice. Then, the researchers also asked what they had prepared at home before learning to speak English in class. Almost all students prepare themselves at home in different ways. Nine students answered that they prepared themselves at home by learning public speaking in English, controlling their speech, increasing their vocabulary, and also practicing frequently in public. Furthermore, in twelve classes, students prepare what will be discussed or talked about by practicing speaking English from the text. However, four students answered that they seldom study or prepare to speak English at home. Then, seven students prepared themselves by reading and listening at home and understanding the sentences and their pronunciation.

Discussion

The main findings of this reasearch are: first, the factors that affects students' anxiety in speaking. There are five factors, namely lack of confidence, low familiarity of tasks, low English proficiency, fear of making mistakes and incomprehensible inputs. This is in agreement with Suparlan (2021) who figured out that factors causing foreign language anxiety include being afraid to speak in English, being afraid of teacher's consequence, lacking self-confidence, fear of being less competent than other students, embarrassment, and insufficient preparation, and fear of making mistakes. The second finding is the most dominant factor causing the students' speaking anxiety. The researcher found that the most dominant anxiety factor was the lack of familiarity of task. This contradicts to Dayamanti's study which found that the main factor of anxiety is the communication apprehension factor (2020). The last finding of this reasearch is the students' solution to overcome the anxiety when speaking English in which most of the students have several

ways to overcome their anxiety such as still continuing to speak as well as they could.

However, it was slightly different from several other students who answered that they were trying to calm down for a moment and then continuing talking. Few students answered that they were trying to continue speaking by lowering their voice. Then, almost all students prepare themselves from home in different ways for examples by learning public speaking in English, controlling his speech, increasing his vocabulary, practicing frequently in public, discussed or talked by practicing to speak English from the text, reading and listening at home by understanding the sentences and their pronunciation. Meanwhile, the study conducted by Lingga et al. (2019) found that the type of strategy that most of students used to make themselves able to speak English was to listen to music to make them proficient in speaking.

It means this reasearch confirms that in speaking class there are definitely factors that caused students' anxiety such as lack of confidence, low familiarity of tasks, low English proficiency, fear of making mistakes and incomprehensible inputs factors. The weakness of this research is that because of the nature of case study, this research caanot be generated to other participants or students in general. Besides, the research did not investigate the gender differences, because usually the anxiety experienced by boys is different from the girls'. Therefore, the research room is still open for future reseachers who want to carry out different design dan scope to deepen this research.

The implication of this research is that in speaking class the teacher have to know that it turns out that students have anxiety resulting in poor performance, therefore the teacher is required to make the class atmosphere more comfortable, friendly and fun. In her study, Mulyani (2019) found that the student participants mostly give suggestion that to overcome the students' anxiety is to make language classroom more friendly and less formal. With this classroom condition, the students can make mistakes without looking or sounding incompetent. Another suggestion proposed by the participants is that teachers must also provide space and opportunities for students to make preparation before the speaking class begins.

CONCLUSION AND RECOMMENDATION

The research result explanation suggests that not only the teacher should make an attempt to create a friendly learning atmosphere. Such atmosphere not only gives students more comfortable situations in their learning activity but also the awareness of students who must continue to learn and explore themselves in order to reduce fear when speaking English. Comfortable situation also makes teaching and learning activities in speaking class can run well.

With the lack of familiarity with the task as the most dominant factors that makes students feel anxious when speaking, the teacher can stimulate

students more often by listening or giving English texts in the class. Then, with the second biggest factor which is being afraid of making mistakes to speak, teachers can provide motivation by giving positive feedback so that students will become confident.

After knowing the situations and activities that affect student anxiety, the teacher should be more aware about it. In addition, the teacher have to try to build students' self-confidence and instill a mindset in students that speaking is not something to be afraid of. Not only teacher, the students have to find a way to overcome it and students are more aware of themselves to improve their speaking skill better in the future.

The suggestion for the next researcher is that other researchers can investigate further student anxiety based on gender. The researchers hope this research can be used as a reference for other researchers in the future to make a deeper research.

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