

## AN ANALYSIS OF STUDENTS ANXIETY IN SPEAKING ENGLISH OF THE SECOND GRADE STUDENTS OF MA DDI LAKATAN

**Marzuki**

[marzuki@umada.ac.id](mailto:marzuki@umada.ac.id)

English Education Study Program  
Madako University

### ABSTRACT

This research aimed to find out what are the causes of students anxiety in speaking mainly in English subject. This type of research was a qualitative research method in which the research location is MA DDI Lakatan, whose data sources consist of 5 students namely Rf, Sm, Hk, Sw, Sp. The data collection method included interviews, questionnaires, and documentation. The data analysis technique was qualitative descriptive analysis (data reduction, data display and conclusion drawer). The result of interview showed that the students felt anxiety which were caused by some aspects; they fear of making mistake, less confident when they asked to speak in front of the class, fear of being ridiculed by peers, and had limited by vocabulary. The result of questionnaire also stated that the second grade students of MA DDI Lakatan felt anxiety in speaking English.

**Key terms:** speaking, anxiety

### ABSTRAK

*Penelitian ini untuk mengetahui yang menjadi penyebab kecemasan siswa dalam berbicara utamanya dalam mata pelajaran bahasa inggris. Jenis penelitian ini adalah metode penelitian kualitatif yang lokasi penelitiannya berada di sekolah MA DDI LAKATAN, yang sumber data nya terdiri dari 5 siswa yakni, Rf, Sm, Hk, Sw, Sp. Metode pengumpulan data menggunakan wawancara, kusioner, serta dokumentasi. Tehnik analisi datanya adalah analisis deskriptif kualitatif (reduksi data, penyajian data, dan penarik kesimpulan). Hasil penelitian menunjukkan bahwa kecemasan siswa disebabkan oleh beberapa aspek, antara lain kebanyakan dari mereka menganggap bahasa inggris sulit untuk dipelajari. Selain itu mereka takut membuat kesalahan, kurang percaya diri ketika mereka di minta untuk berbicara di depan kelas, takut di ejek teman sebaya, dan keterbatasan kosa kata serta pengetahuan tata bahasa. hasil angket juga menyatakan bahwa siswa kelas XI MA DDI Lakatan merasa cemas dalam berbicara bahasa inggris*

**Key terms:** berbicara, kecemasan

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### Background

Language is a communication tool that helps people expresses their feelings and ideas. It helps us deliver our aims in a communication, without the language we will find difficulties to communicate with others. Every country has their own language because of the difference cultures between them. To connect the countries around the world, English has been chosen as the international language.

English is the language use as a media of communication and as the first international language used to interact with other people around the world. English is a communication tool that is used orally and in writing. English is a foreign language that is often used in Indonesia and has even been taught in school. In learning English, there are four skills that are needed to be mastered by the students. They are Listening, Speaking, Reading, and Writing.

Speaking is one of the most important skills that should be mastered by the students of English as a foreign language. Speaking is a way to build a communication. According to Ladousse (1991:23) speaking is describe as the activity as the ability to express oneself in the situation, or the activity to report acts, or situation in precise word or the ability to converse or to express a sequence of ideas fluently. As argue by Wallace (1978:98) that oral practice (speaking) becomes meaningful to students when they have to pay attention what they are saying. Thus, the students can learn better on how to require the ability to converse or to express their ideas fluently with precise vocabularies and good or acceptable pronunciation.

Nevertheless, there are many problems in mastering speaking, one of the students express that they are not able to learn speak, especially in speaking English. Many of them will better to quite than taking a risk to fail again. This situation can be affecting the learning process because it can inhibit or disturb the student concentration in learning. As the result, the students will discourage in learning English. The things that make the students feel discourage is anxiety.

Anxiety is intense, excessive, and persistent worry and fear in relation to everyday situations. Things can happen such as a beating heart, shortness of breath, sweating, and feeling tired. Lubis (2009: 14) explains that anxiety is a response to a real or imagined threat. Individuals experience anxiety because of future uncertainty. Anxiety is experienced when thinking about something unpleasant that will happen.

According to Gunarsa (2008:27). Anxiety is worry, feeling fear that is not clear why. Anxiety is also great force in driving behavior, both deviant or disturbed behavior. Both are statements, appearance, and incarnation of defense against anxiety. In other references, Horwitz and Cope (1986) figure out that there are three kinds of anxiety in language learning. They are communication apprehension, test anxiety, and fear of negative evaluation.

### **Communication apprehension.**

Communication apprehension is defined as a feeling of shy as the impact of fear to communicate with other people. In this case, the students who have problem in speaking in group usually have difficulties in speaking in foreign language class. The students have less of control in communicative situation. Thus, it influences their speaking.

### **Test anxiety**

Commonly, the test anxiety is appeared when the students worry to fail in a test. The students who feel anxious in test of foreign language class may get difficulty test and quizzes since the test. Even, the students who most prepared often make errors in the test.

### **Fear of negative evaluation**

Fear of negative evaluation is defined as the students who are not only get anxiety in taking test. They can feel anxious in every social evaluative situation, for instance interviewing for a job or speaking in foreign language class.

The condition makes the anxiety in English speaking to be investigated. Anxiety is a kind of disadvantage that makes students unable to perform their competence. Actually, they know something about what they have to say but they cannot show it due to anxiety. Therefore, the problem should be identified to get some solutions to encourage students' confidence and competence. performance important

So in this case the researcher choose MA DDI LAKATAN as the place of research because after making observations to be precise in class XI consisted of 5 students all of whom experienced speaking anxiety especially in English class. Most of them felt nervous and avoid speaking when they were asked to speak in front of the class. So researcher is interested in researching what is the cause of anxiety in second grade at MA DDI LAKATAN.

### **Method of the Research**

This research used descriptive qualitative research method with case study approach. Qualitative method was choose by the researcher because this study aim was to provide knowledge about cases of what causes students anxiety in speaking English in the XI at M.A DDI Lakatan. Research subject were subject that intended to be investigated by researchers, namely subject that are the center of attention or target of researcher. The subjects in this research were 5 students. Based on the research question, the researcher investigated about what are causes students anxiety in speaking English.

### **Technique of Collecting Data**

In gathering the data, the researcher used two instruments. They were questionnaire and interview. The questionnaire is a data collection technique that is done by given a set of questions list to the respondent. The questionnaire was conducted to the informants who had been determined that is 5 students of class XI in MA DDI Lakatan. While, Interview is kind of verbal communication, which aims to obtain information. Interview is collection tool information by asking a number of questions orally to be answer orally also.

### **Research Instrument**

#### **a. Interview**

The list of interview question consisted of six main questions which used to know the causes of the students' anxiety in speaking English in MA DDI Lakatan. The following main questions are:

1. Please tell me something about how you have felt during English classes?
2. What bother you the most about English classes? Why? Tell me more!
3. Dou you have any idea why you feel so anxious in your English –classes? Tell me why? What makes you anxious?
4. What do you think people in your classroom will react if you make a mistake?
5. Do you think English is a difficult language to learn? Why? Tell me more!
6. Have you teacher played a role in your feelings, either good or bad, about your English classes?

During interviews, a series of prompt questions will be asked to follow up their responses.

### **b. Questionnaire**

The questionnaire was adapted from Foreign Language Classroom Anxiety Scale as suggested by Horwitz and Cope in 1986. The questionnaire consisted of three types. They are text of anxiety, communication apprehension, and negative evaluation which were categorized into strongly agree (SA), agree (A), disagree (D), and strongly disagree (SD). The questionnaire consisted of thirty statements which were responded by the students.

## **Data Analysis**

In this research, the researcher use Miles and Huberman`s theory in analyzing the data, so there are three steps to do, they are: a) data reduction, b) data display, and c) conclusion drawing.

### **1. Findings and Discussions**

#### **a. Result of Interview**

Interview was one of instrument that used by the researcher in order to collect data. The instruments were given to five participants, three males and two females. All the participants were students of XI MA DDI Lakatan. Each interview spent for about six minutes. The result of interview can be seen in table below

**Table 4.1**  
**Causes of Students' Anxiety in Speaking English**

| <b>Interviewee</b> | <b>Participants Answers / Causes of Students' Anxiety</b>   |
|--------------------|---|
| <b>RF</b>          | Limited vocabulary, less confident, English is difficult, ridiculed by peers.   |
| <b>SM</b>          | English is difficult, limited vocabulary and grammar knowledge, ridiculed by peers, fear of making mistake.               |
| <b>HK</b>          | Do not understand what the teacher said, English is difficult, limited vocabulary, ridiculed by peers.                    |
| <b>SW</b>          | English is difficult, limited vocabulary, Ridiculed by peers, felt shy and less confident to speak in front of the class. |
| <b>SP</b>          | English is difficult, fear of making mistake, limited vocabulary, ridiculed by peers.                                     |

Based on the table above, it shows that English is difficult to understand and less confident to speak in front of the class were the things that they felt during English class. Then, when the researcher asked them what bothers them most about English classroom, the participants responded that speaking activities and lack of vocabulary were the aspects that bothered them most about English.

While when the researcher asked why the participants feel so anxious in their English class, they said that they feel anxious when they do not understand about the materials, fear of

making mistakes in pronouncing English words, fear of being ridiculed by peers, and limited vocabulary and grammar knowledge.

Further, when the researcher asked how people react if they make a mistake, all of the participants responded that most of their peers laughed and some of them corrected the mistake. The researcher also examined the participants' beliefs about English language. All of the participants stated that English is difficult to understand. Moreover, they argued that they sometimes felt confused because written English and spoken English is different.

The participants also asked how teacher influenced their feelings. They responded that their teacher is a good teacher. She explained the material slowly. When the students did not understand about the material yet, she explained the material again and gave additional example which was simpler than before until the student understood.

### **b. Result of Questionnaire**

Based on the result of the questionnaires which was classified into anxiety test, communication apprehension, and negative evaluation, it could be said that the students had speaking anxiety in English foreign language at the second grade students of MA DDI Lakatan, they were as follows:

- a. In anxiety test which consisted of statement number 2, 3, 8, 9, 10, 12, 16, 19, 20, 21, and 22. It implies that most of the students in the class experience the anxiety in language test. The student felt worry to make mistake in speaking English; they are scared if the teacher asked them to speak in front of the class. Besides that, they are keeping worry although they are well prepared. They also worry if they fail in their English test.
- b. In communicative apprehension which consisted of statement number 1, 4, 14, 15, 18, 24, 27, 29, and 30, we can see that the students had less confident when they are speaking English in class. They are also getting worry for misunderstanding when communicate with their teacher in the class. In addition, the students will be nervous speaking English with native speaker.
- c. In negative evaluation type which consisted of statement number 5, 6, 7, 11, 13, 17, 23, 25, 26, 28, and 31, we can see that the students also felt anxiety in speaking English because they are afraid of others' people evaluation when they speak English in front of the class. Then, They are fear of being ridiculed or being laughed by the peers when they make mistake in speaking English. In addition, the students also keep thinking that the other students are better at language than them.

### **Discussion**

Based on the research question, the researcher investigated about what are causes students anxiety in speaking English. In gathering the data, the researcher used two instruments. They were questionnaire and interview. Based on the result of interview, the researcher found that the causes of students' anxiety in speaking English were most of them thought English is difficult to learn. Furthermore, they fear of making mistake, less confident when they asked to speak in front of the class, fear of being ridiculed by peers, and had limited vocabulary. As argued by Horwitz, Horwitz, and Cope (1986) "anxiety is the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the automatic nervous system".

The result of questionnaire also showed that the students felt anxiety in speaking English. It can be seen in the percentage of every statement in the questionnaire. In anxiety test, the students felt worry to make mistake when they asked to speak English, they scare to fail the English test that given by the teacher, and the students keep nervous although they had prepared themselves to speak in front of the class. Then, in communication apprehension also showed that students had less confidence in speaking English and they worry to speak English with native speaker. Furthermore, in fear of negative evaluation test also stated that the students felt anxiety in speaking English because they still afraid of others' people evaluation of what they speak, they are fear of being ridiculed by the other students, and they also think that their peers is better than them.

Based on the explanation above, it could be said that students of MA DDI Lakatan felt anxiety in speaking English. The Theory from Worde and Marwan supported the result of this research. As stated by Worde (2003) students' fear in misunderstanding what is being said in classroom can lead to communication apprehension. Marwan (2007) also claims that students who have less confidence are risky to get anxiety.

## Conclusion

After analyzing the data which the researcher got from the interview and the questionnaire, the researcher come to the conclusion that the second grade students of MA DDI Lakatan were getting anxious in speaking English. It proved from the percentage of students' response in every statement in the questionnaire. The questionnaire itself divided into three types; they were test of anxiety, communicative apprehension, and fear of negative evaluation.

In addition, the result of interview also showed that the students felt anxiety which were caused by some aspects, such as most of them thought that English is difficult to learn. Furthermore, they fear of making mistake, less confident when they asked to speak in front of the class, fear of being ridiculed by peers, and had limited vocabulary and grammar knowledge.

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