



FACTORS AFFECTING STUDENTS' ANXIETY IN THE SPEAKING CLASS: A CASE STUDY OF THE ELEVENTH GRADERS AT SMAN 10 MATARAM

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Abstract

This research aimed to discover the types of anxiety factors and to explain the students' strategies to overcome anxiety in speaking English at SMAN 10 Mataram. The research employed quantitative descriptive which related to survey method used. The data source of research deal with the students. The findings data discovered the kinds of anxiety factor; the fear of failing, fear of mistake, loss of teachers' instruction. The fear of failing was the significant factors occurred the students of SMAN 10 Mataram. Besides, the relaxation, preparation, positive thinking, resignation, and make friends were the students' strategies to overcome anxiety in speaking. The significant strategy was preparation to decrease the students' speaking anxiety.

Keywords: *The factors of anxiety, the strategies of anxiety, speaking*

INTRODUCTION

Speaking is one of the language skills that must be mastered by students teaching of English in high schools in Indonesia. Through speaking activities, students are expected to be able to say or express their ideas orally by using correct grammar and appropriate vocabulary. The expected learning outcomes are not only limited to mastery of knowledge about the language, but also the skills related to the use of language fluently and acceptably (Amin, M., et.al 2020). By learning to speak, students can exercise to make oral expressions used in natural communication by expressing their ideas or thoughts orally.

Speaking skills are not as easy as imagined. Many students experience difficulties to express their ideas orally because of anxieties factors influenced their performance (Nuraisyiah et.al, 2019). They commonly encounter problems when they are asked to express their ideas orally in the target language. In line with this exhibited that many students faced anxiety speaking in

class. They become silent and stay away from communication. Under the anxiety condition, the students feel fearful and worried to convey their ideas.

The situation that the researcher described is a common phenomenon in language teaching. Language anxiety is one of the most significant factors that influence students' success or failure in foreign language learning (Sadiq, 2017). Anxiety is a response to an experience that causes the learners to feel unpleasant, worried, and fearful. There are a number of factors that trigger anxiety, such as threats of failure, afraid of being ridiculed, and feelings of insecurity. This causes the emergence of psychological problems when students respond to teachers' questions. In language learning, a high level of language anxiety is often associated with one's lacking performance in language learning (Aguila, 2016). When unresolved feelings of anxiety continue, its negative impact is that students develop unstable emotions such as anger, disappointment, and helplessness

Based on the description above related to the case of this research, the researcher discovered that there were many students who experienced anxiety in the classroom. They looked worried or afraid when the researcher tried to make them engage in a conversation. This even makes them get more difficult to understand the instructions and learning materials that the teacher delivered in English. Even so, several students complained to me that they have anxiety when speaking in the classroom. The anxiety in speaking class can interfere with the student's score. It did not reach the maximal score in English subject. The phenomena might give an impact on the students' grade books which their scores do not reach enough.

In addition, the researcher takes the speaking skill as the phenomena of the students because they did not speak in the learning process. It might be said mostly students afraid of speaking than other skills. And also, speaking skill was one of the aspect embraced in the national curriculum applied which the students should express their idea in English subject. Therefore, this researcher was interested to identify the factors of students' anxiety in speaking English. Through this study, the researcher looked at the psychological barriers that prevent students from participating in speaking class.

RESEARCH METHOD

Research Design

This section described the research methods related to this research plan. Creswell (2009), said that the research method was a research plan and procedure to show a method. This research employed a quantitative method. In this research, the researcher investigated factors causing students' anxiety in the speaking class.

The research conducted in the senior high school 10 Mataram and the subject of the study was 2nd-year students who had anxiety experience speaking English. This study used a survey research design to obtain the data by using questionnaires. Thus, in this study, the researcher focused on analyzing factors and problems that students faced in the speaking language of 2nd years students of senior high school 10 Mataram. The study adapted the theory of Horwitz and Cope (1986),

Kondo and Ling, Y.Y (2004) which related to the factors of anxiety and the students' strategies to overcome anxiety in speaking.

Sources of Data

In this section, the source of the data took to students' of the second grade at SMAN 10 Mataram. In other words, students in this school become part of the participants in this study.

Collecting Data

The questionnaire was a way of collecting data so that the researcher provided questionnaires to the students. It was used as an instrument to get information or data about the students' perception of anxiety in speaking English performance. In conducting a questionnaire, the researcher chosen 23 students, with each student being interviewed for approximately 15 minutes till the information was needed by the researcher.

The researcher gave the question of statements whose content related to factors of anxiety in speaking English which consisted of the internal factor and the external factor. The questionnaire of this research derived from Horwitz and Cope (1986), Kondo,D.S and Ling,Y.Y.(2004) related to some statements of questions FLCAS. FLCAS had 18 items in which its score of questions was used Likert scale that was categorized into disagree/D (3), not sure/N (2), disagree/D (1). Then, the students filled the questionnaire column by giving check marks (√) after reading the statements one by one.

Data Analysis

After collecting data, the research analyzed by categorizing the students' responses to every statement of the questionnaire into a graphic, it meant that the researcher calculated the number of students who give responses "disagree", "not sure", "agree" toward every statement. The last, the researcher explained the result of the data in the descriptions and drawn to the conclusion.

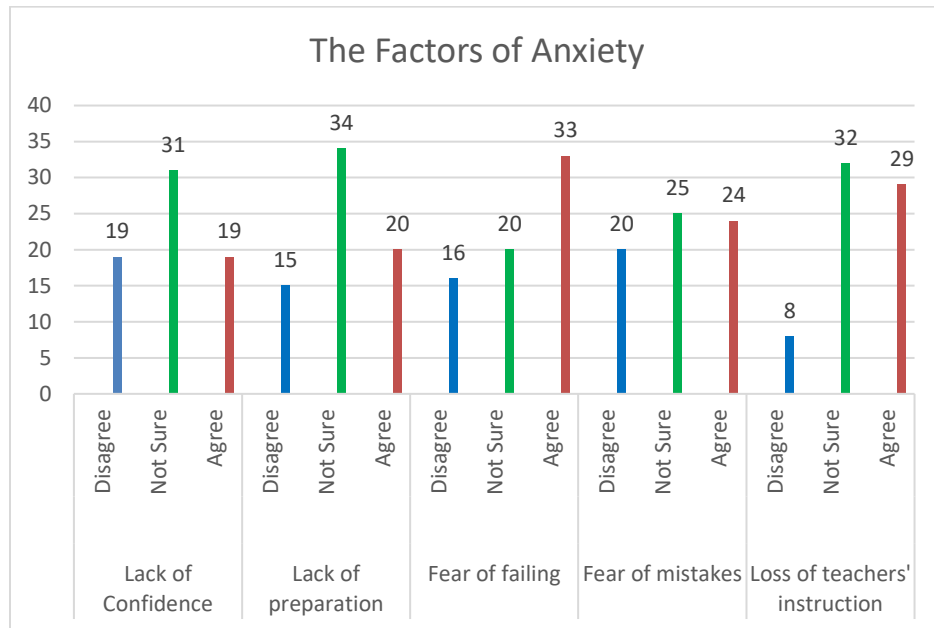
FINDINGS AND DISCUSSION

Research Findings

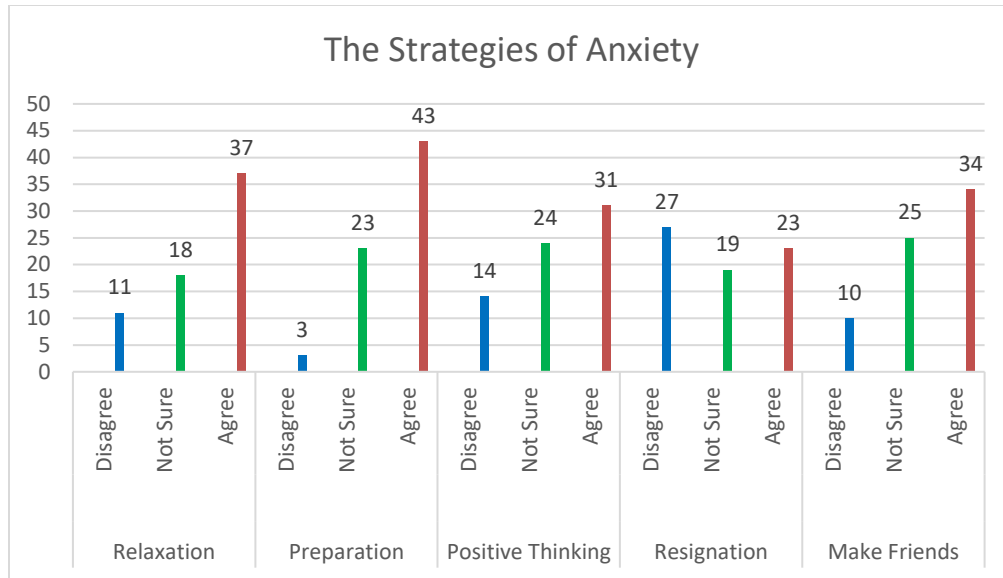
The results of the data analysis were collected by using a questionnaire presented in this part. The data were collected from at the eleventh grades of SMAN 10 Mataram..

There were the factors of anxiety and students' strategies in speaking English; lack of confident, relaxation, lack of preparation, preparation, fear of failing, positive thinking, fear of mistakes, resignation, loss of teachers' instruction, and making friends. These aspects of accordance derived from the theory of

Horwitz and Cope (1986) and Kondo, D.S and Ling.Y.Y (2004). Thus, the table provided the data findings as follow:



The data findings presented the different scores which influenced the students' performance. The number of students' fear of failing was highest than other factors of anxiety. Meanwhile, the number of students of confidence was the lowest of anxiety. Both derived from the students' scores. The students agreed that the factor of anxiety was the fear of failing. Hence, 33 (69%) students agreed that the factor of anxiety was the fear of failing in speaking English at SMAN 10 Mataram.



All strategies of anxiety had the different of total scores that the relaxation had 37 agreed, the preparation had 43 agreed, positive thinking had 31 agreed, resignation had 23 agreed, and the make friends had 34 agreed. There were the different scores on the table 4.1 above, the number of students' strategies faced anxiety in speaking English that the highest was the preparation strategy. Meanwhile, the lowest strategy was resignation strategy. Hence, 43 (53%) students agreed that the preparation was the students' strategy of reducing anxiety in speaking English.

1.1 The Result of Interview

The Factors of Anxiety				
Lack of confidence	Lack of preparation	Lack of failing	Lack of mistake	Loss of teachers' instruction
5	6	10	7	8

The Strategies of Overcoming Anxiety				
Relaxation	Preparation	Positive thinking	Make friends	Resignation
7	10	6	9	3

Moreover, the result of interview showed that the students' responses have same with the theory of Horwitz and Cope which deal with speaking anxiety factors in English foreign language. There were speaking anxiety factors in English foreign language follows: fear of failing, fear of mistake, lack of confidence, lack of preparation, and loss of teachers' instruction. Hence, the causes of students' speaking anxiety in English foreign language significant influenced were fear of failing factor. Moreover, the students have ways to reduce the factor of anxiety; relaxation, preparation and make friends. However, the students agreed that the preparation was proper step to solve anxiety of speaking English.

Discussion

The total of agreement reached 33(69%) students who selected the fear of failing as the factor of anxiety. The score shown, that the students preferred to the fear of fail in the learning process. It meant that the fear of failing almost carried on the students when they performance. In the learning process, the students always faced the fear of themselves. This factor affected the learning process in which the students preferred to be worried. Hence, the condition of the classroom has no activities in the learning process. It meant that the teacher was more activities than the students. According, Ferdianto, A., Waluyo, U., (2012) revealed that the teacher and the students currently had role as the faciliatory of the learning process. The students were required to participate in the learning process.

Moreover, the result of data indicated that factors of anxiety was fear of failing in speaking for students of SMAN 10 Mataram. The students preferred worry to speak because they felt failed in the communication. This case of study had same phenomena with Utomo. Both studies concerned with the factors of anxiety in speaking English. However, this study had the different of data in which Utomo, B (2018) discovered the factors of anxiety relates to internal and external factors. Several kinds of anxiety found

the data findings; lack of confidence, shyness, motivation, fear of mistakes, lack of preparation, limited vocabulary, grammatical errors, friends, and embarrassment. Based on the results of analysis, embarrassment factor was the highest scores than other factors. Both results of two studies were embarrassment and fear of fail factors which were the highest scores. Both factors influenced the students' speaking English.

If the students were distracted by anxiety factors, their performance was not well to convey the audiences. It meant that the speaker and listeners misunderstand in the communication. The communication refers an interactive process of constructing meaning that involved accurately producing and receiving a processing information. Tarigan, (2008) speaking was related of pronunciation words that aimed to convey feelings, ideas to the listener. The students' anxiety will performance unsuccessfully in their foreign language learning. In other way those who good in language class are they with quite anxiety.

However, the students faced the fear of failing anxiety factor, they had some strategies to overcome the anxiety of speaking. Several strategies of students avoid anxiety; relaxation, preparation, positive thinking, resignation, and make friends. These strategies also derived from the theory of Kondo,D,S.,and Ling,Y,Y, (2004) stated that there were five strategies to decrease the peoples' anxiety; relaxation, positive thinking, resignation, and make friends. Based on the results of findings data, the most dominant strategy was preparation. 43 students agreed that the preparation was one of the strategies to avoid the anxiety of speaking. It meant that the students believed that the preparation assisted the students to overcome the anxiety of speaking.

The preparation strategy can help the students to prepare to what happened in the future. In this strategy, students prepared themselves to control their anxiety which were study hard, summarize notes, and practice in front of mirror. These were examples of preparation strategies before performing in the classroom. An appropriate strategy was needed for students who wanted to reach their plan successfully. Based on Handayani, (2021) discovered also the kinds of strategies used to overcome the anxiety factor which were relaxation, preparation, positive thinking, audience depreciation, concentration, resignation, and peer seeking. In her study had the same strategy with this study to reduce their anxiety in speaking, which was preparation strategy. This phenomenon could be seen that almost people faced anxiety factors, but this case could reduce by using preparation strategy in the communication.

CONCLUSION

Based on the result of data findings, the researcher made some conclusions about the factors of anxiety and the students' strategies of anxiety in speaking English as follows;

The fear of failing was anxiety of factor anxiety which influence the students' speaking skill at SMAN 10 Mataram. However, the preparation was the strategy for the students to overcome the anxiety of speaking skills.

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