THE EFFECTS OF ANXIETY ON STUDENTS' SPEAKING ACHIEVEMENT: A CASE STUDY AT SEVENTH GRADE OF SMPN 13 MATARAM IN ACADEMIC YEAR 2022/2023

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Abstract: This study aims to investigate the effect of anxiety on students' speaking achievement and factors that cause anxiety in students' achievement in speaking English. The method of the study is descriptive qualitative with a case study as its design. This study was located at SMPN 13 Mataram which focused to students of grade 7. In this study, the researcher used a simple random sampling technique. In which, the researcher chose one class of the population randomly (VII E) to become the sample of the research because the samples have the same characteristic, which means all the population are homogeneous. There were 31 students are taken as a sample of the research. Observation, questionnaire, and interviews are used as the instruments of the investigation to collect the data. In analyzing the data, the researcher analyzed the data descriptively. The results of the study showed that among of the 31 students, there were 6 students had a low level of anxiety and got speaking scores ranging between 84-92 and categorized as A or B. 10 students with moderate anxiety level got speaking scores ranging from 76-80 or with the category of C while 15 other students with high anxiety levels got speaking scores between 56 to 72 within the category of D. Based on the data, it can be concluded that anxiety negatively affects students' achievement in speaking English and the factors that cause anxiety on students' achievement in speaking English are lack of vocabulary, background knowledge of English, do not understand English well, and lack of confident.

Keywords: *Achievement, Anxiety*

INTRODUCTION

Speaking is one of the most common ways to communicate. It can assist someone to express their feeling, thought, and idea, to make the listener understand what a speaker wants to convey. According to Bygate (as cited in Jati 2016), speaking is the most basic skill that people should master. In order to speak English well, the students should master the five speaking components, such as vocabulary, grammatical structure, pronunciation, fluency and comprehension so the students can be categorized as being able to speak English properly and being able to speak English correctly. Speaking is not easy for students who have low self - confidence. According to Amrullah et.al (2021), the students who lacked self-confidence held negative perceptions in their minds, leading them to doubt their own abilities. Low self-confidence can make students afraid and even silent in the classroom. Ur (1996) found various factors that impact students in oral communicative competence. Those factors occur

from students, teachers, and classroom conditions, which includes anxiety, worries of mistakes, lack of confidence, lack of motivation, teacher method, teacher feedback, and classroom environment.

Anxiety is one of the most factors that influence students in oral communicative competence causing students to be nervous and feeling tension in learning English. Sylvia & Tiono (as cited in Jati 2016) believed that anxiety is common and can have an impact on students' performance. It may affect the quality of their spoken language, make them seemingly less fluent than they truly are. Brown (2000) additionally said self-anxiety experience can cause difficulties for students to be willing to give the right response in speaking activities.

Recognizing the significance of addressing anxiety among students in English language classrooms, it is crucial for teacher to develop strategies to decrease students' anxiety. Young (1991) believed that creating a low-anxiety classroom environment, encouraging students to view mistakes as part of the learning process, and offering additional support through tutoring, language clubs, or relaxation exercises are among the strategies that can be employed. Within this context, the present study aims to investigate the effects of anxiety on students' speaking achievement at SMPN 13 Mataram in academic year 2022/2023 by understanding the factors that contribute to students' anxiety, and the effect of anxiety on the students' speaking performance. This research focused on 7th-grade students of SMPN 13 Mataram and explored both the internal and external factors that influenced their speaking anxiety and, consequently, their speaking achievement.

RESEARCH METHODS

This study used descriptive qualitative method to gain insights into the effect of anxiety on students' speaking achievement and the underlying factors contributing to this phenomenon while for the design was used a case study design. The study's population are 320 first-grade students of SMPN 13 Mataram, divided into ten classes (7A to 7J), each consisted of 31-32 students. Sampling was carried out using simple random sampling, thus, 31 students, consisted of 15 females and 16 males from Class 7E, were randomly selected to represent the sample. Data collection involves several steps, namely Preliminary research, consisted of observation and discussions with teachers, they were conducted to identify students' problems, with speaking anxiety became a significant concern. The researcher followed the teacher during English lessons and speaking tests, recording observations on an observation sheet. After the speaking test, students were given the questionnaire taken from Foreign Language Classroom Anxiety Scale (FLCAS), which was developed by Horwitz et.al (1986), consist of 33 questions, and had 30 minutes to respond. Semi-structured interviews, lasting 5-10 minutes, were conducted to gather in-depth information about students' speaking anxiety and its causes. Data collected from questionnaires, observations, and interviews were analyzed using descriptive methods. The final analysis assessed how anxiety impacts students' speaking achievement, with results presented in tabular form, allowing for easy interpretation of the data. This comprehensive methodology enables an exploration of the effects of anxiety on seventh-grade students' speaking achievement at SMPN 13 Mataram.

FINDINGS AND DISCUSSION
Findings

The data findings of this study were gathered through observation, questionnaire and interview. Based on the researcher observations, students tend to feel nervous when they are in front of the class, sweating, their face turned red with embarrassment, hands trembled, and some do not even know how to start speaking, few students also do not want to look at their friends because of fear of being laughed by their friends. The casual factor for all of this are lack of confidence and have high level of anxiety, but there are also students who do not feel nervous or not confident when the speaking test took place, there were about 6 students out of 31 students who did not have the characteristics of anxiety like nervousness, anxiety, sweating etc, they spoke fluently, while the remaining 25 students experienced anxiety symptoms that have been mentioned by the researcher before, which affected the results of their speaking test.

Based on questionnaire findings, students answered all questionnaire items sheets, 6 students were categorized as low level anxiety tend to be more relaxed during English lessons, they do not feel nervous or afraid when they were asked by the teacher to answer questions or asked to speak English in front of the class, 10 students were in the moderate anxiety category and 15 students were in the high anxiety category, in average they felt insecure when speaking English in front of the class, even before English lessons started they had thought of something bad will happen. One of the factors causing students to experience anxiety based on the their answers on the questionnaire items were they did not understand English well, they feel their English language knowledge is very less than other friends.

Based on the results of interviews with students it can be concluded that students often experience problems when they were asked by the teacher to speak in front of the class, Some of those problems were they felt nervous when they were asked to come forward to front of class, feeling afraid and embarrassed to be laughed by their friends, so they could not focus when they were going to speak in front of class, and cannot speak English properly like the other friends. Furthermore, the factor that causes students to feel anxious in class is that they do not master English like other friends, this is because many of the students did not get English lessons when they were in elementary school, lack of vocabularies, not understand English well and the last factor is lack of confident.

The following table shows the students' speaking score, class of anxiety and speaking achievements.

Table 1.1 Students' Speaking Achievement and Students' Speaking Anxiety

NO	STUDENT'S NAME	ANXIETY TEST			SPEAKING TEST		
		FLCAS SCORE	ANXIETY VALUE	CLASIFICATION	SCORE OF SPEAKING ASPECT	SPEAKING SCORE	CRITERIA
1	MRA	50	37	Low anxiety	23	92	A
2	MDPK	51	38	Low anxiety	23	92	A
3	KAZ	53	40	Low anxiety	22	88	B
4	NNASSS	50	37	Low anxiety	22	88	B
5	SSH	68	51	Low anxiety	21	84	B
6	AA	66	50	Low anxiety	21	84	B
7	MMA	84	63	Moderate anxiety	20	80	C
8	MFL	84	63	Moderate anxiety	20	80	C
9	DAH	90	68	Moderate anxiety	20	80	C
10	DZ	87	66	Moderate anxiety	20	80	C
11	AAB	71	54	Moderate anxiety	19	76	C
12	AR	71	54	Moderate anxiety	19	76	C
13	DD	90	68	Moderate anxiety	19	76	C
14	EFR	87	66	Moderate anxiety	19	76	C
15	LMDA	84	63	Moderate anxiety	19	76	C
16	PFR	90	68	Moderate anxiety	19	76	C
17	AS	95	72	High anxiety	18	72	D
18	ARI	95	72	High anxiety	18	72	D
19	HI	96	73	High anxiety	18	72	D
20	IMRW	95	72	High anxiety	18	72	D
21	BBM	98	74	High anxiety	17	68	D
22	RJP	95	72	High anxiety	17	68	D
23	MFDA	96	73	High anxiety	16	64	D
24	FHJ	106	80	High anxiety	15	60	D
25	MAM	96	73	High anxiety	15	60	D
26	RAN	95	72	High anxiety	15	60	D
27	ZT	98	74	High anxiety	15	60	D
28	MDH	95	72	High anxiety	14	56	D
29	MIIK	97	73	High anxiety	14	56	D
30	YR	95	72	High anxiety	14	56	D
31	MFA	97	73	High anxiety	13	52	D
	$\bar{x}$	85	64		18	73	
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From the table above, it can be seen that of the 31 students of grade 7 E SMPN 13 Mataram, there were 6 students in the low anxiety category and received speaking scores ranging from 84-92 in the A-B category, 10 students in the moderate anxiety category with speaking scores ranging from 76- 80 got category C and the remaining 15 students were in the high anxiety category with a speaking score of 56-72 with category D. Thus, it can be concluded that students' speaking score in grade 7E are relatively low and it makes the students tend to be unable to reach the standard criteria that has been determined by their teacher. It is because they have the high anxiety level anxiety and it will affect their achievement and performance in speaking, which students who have a high anxiety score will get low speaking grades, while students who have a low anxiety score will get good speaking grades.

Discussion

According to the results of observations and speaking tests, it can be concluded that anxiety has a bad effect on students namely lack of confidence, have difficulty on focusing, feel nervous and that will affect their performance and speaking test achievement. On the other hand, the factor that causes anxiety on students speaking achievement can be seen from the score of the speaking assessment aspect, where students get an average score of 3 for the vocabulary aspect. For this reason, lack of vocabulary is one of the factors that causes students to feel anxious during the speaking test.

According to the result of questionnaire, students who have low levels of anxiety tend to get good speaking scores, while students who have moderate or even high anxiety levels tend to get low speaking scores which means that, anxiety will give the bad effects on students' speaking achievement. One of the factors causing students to experience anxiety based on the students' answers on the questionnaire sheet, are not understanding English well, they feel their English language knowledge is very less than other friends.

According to the results of interviews with students, the students agree that the effects of anxiety greatly impact their performance and speaking achievement during speaking and also on the scores they will get on speaking tests. Furthermore, the factor that causes students to feel anxious in class is that they do not master English like other friends, this is because many of the students did not get English lessons when they were in elementary school, lack of vocabularies, not understand English well and the last factor is lack of confident.

The finding data from observation, questionnaire and interview shows that, students often feel anxious, nervous, not confident, afraid, even embarrassed to speak in front of the class, it is all part of the anxiety that they have. Suryabrata (2003) stated that there are internal and external factors that influenced students' achievement. Internal factors include psychology and physical factors, it consist of health, motivation, enthusiasm, anxiety and learning habits, while external factors include environmental and instrumental factors, it consist of family, society, school, and environment. Thus, it can be said that anxiety is a part of an internal factor which causes students' achievement, and when students face anxiety in their learning process it can make students unable to study properly.

Therefore, it can be said that students' anxiety affects students' achievement and performance in speaking. According to Hashempour & Merhad (2014) academic anxiety can

negatively impact on students, it additionaly bring about poor performance especially in language learning, which students who have a high anxiety score will get low speaking score, while students who have a low anxiety score will get good speaking score. Furthermore, the factors that cause students' anxiety are lack of vocabularies, difference in background knowledge in English, not understand English well and the last factor is lack of confident.

CONCLUSION

Based on the finding and discussion, it can be concluded that, anxiety has negative effects on students' speaking achievement namely lack of confident, have difficulty on focusing, feel nervous, etc. Anxiety can negatively affect for students on English speaking achievement, the students who have a high level of anxiety score will get low speaking score, while students who have a low anxiety score will get good speaking score. Student's speaking anxiety will affect students' achievement and performance in speaking.

The factors contributing to anxiety, include a lack of vocabulary, background knowledge of English, not understand English well, and a lack of self-confidence. These factors collectively contribute to heightened anxiety levels, ultimately affecting students' speaking achievements in English.

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