



AN ANALYSIS OF STUDENT'S SPEAKING ANXIETY: A CASE STUDY AT AIGA ENGLISH COURSE RANGGAGATA

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Abstract: Speaking anxiety happen when preparing or delivering a presentation in front of fellow students or a public, speech-related nervousness is a distressing emotion that leads to students feeling unsettled, loss of coherence, and a lack of information because of the fear associated with attempting to convey meaning. The study used three data collection methods: observations, interviews, and document analysis. The participants included seven students from Aiga English course. The results showed that students had speaking anxiety due to three main factors: apprehension of communication, test anxiety, and fear of negative evaluation students who experience anxiety hope to improve their speaking skills by identifying their challenges and finding ways to overcome them.

Key words: *Speaking anxiety, anxiety, Aiga English Course*

INTRODUCTION

English is increasingly recognized for its importance as a way of global communication. Being able to speak English opens up many opportunities. It is so important to start learning English from childhood, reminding us of its role as an international language, and saying that mastering the language well not only improves speaking skills, but also opens up opportunities for a better career. When students are preparing or delivering a speech to an audience, they say they have speaking anxiety. This fear often comes from being an element of their speaking skills, which makes them feel timid and hesitant to deliver their speech effectively. This fear may also come from the fear that the students have about making mistakes while speaking. Currently, English must be taught in schools from Junior High School to Senior High School. It is very important to demonstrate English language skills, especially speaking skills.

Anxiety is a disruptive emotion that causes distress and comprehension in students and hinders their ability to convey meaning effectively because they fear losing clarity and information while trying to communicate. Factors such as self-perception, social environment, cultural disparities, social standing, gender, and classroom dynamics can be sources of this anxiety (Tseng, 2016). Anxiety impacts students' abilities, especially when expressing knowledge on a specific subject.

Fear of speaking English among students often comes from being unprepared for English speaking activities. When students are given the task of delivering or preparing a speech in front of an audience or the general public (Daud et al., 2019). Anxiety is a psychological and emotional condition in which students feel nervous, shy, and afraid of making mistakes, particularly in a classroom.

Many language students strive to master a language because it serves as a way to communicate globally (Rao et al., 2019). Everyone needs to communicate their ideas in a way that is easy to understand, so language use must be clear and effective. In a relevant study, Fitriah (2019) conducted a case study entitled "Anxiety of Foreign Language Speaking: A Case Study At English Department Students Of Iain Lhokseumawe and Al-Muslim University." This study emphasizes the importance of anxiety of language in language teaching and learning, especially EFL. The focus of the research is to identify various factors that influence students' anxiety and differentiate the types of anxiety they experience.

RESEARCH METHODS

Corbin *et al.* (1998) explain that qualitative methods help gather in-depth details about events such as feelings, thought processes, and feelings. Conventional methods find it difficult to collect these details.

Apart from that, Sugiyono (2008:12) states that qualitative research has several unique characteristics. They include doing so in natural environments, using data in the form of images or words, emphasizing process over product, using inductive methods to analyze data, and prioritizing the search for meaning.

According to Levy *et al.* (2013), a complete population, also known as a universe or target population, is a group of people for whom survey results are intended to be used. In addition, as stated by Oktarina *et al.* (2018), sampling is an important part of research because it is a representation of the population that will be used to make generalizations. To select the sample, the researchers used a purposive sampling method, which means choosing certain individuals voluntarily as research subjects, according to Hadi (1990). The goal of sampling is to gain a deeper understanding of a population. Sampling was carried out to select students from Aiga English Class B covering a wide range of skill levels.

For method of collecting data, the researcher used Observation and Interviews to collect the data. **Observation:** The research uses an observational approach to monitor students' speaking anxiety in the Aiga English Course. This approach includes using a video recorder to capture instances of students' speaking anxiety. **Interviews:** The interview method uses a structured approach in which the investigator asks predetermined questions to students in the Aiga English Course in order to get their responses.

Data analysis is a critical process in research and decision-making across various fields. It involves the examination, transformation, and interpretation of raw data to extract meaningful insights, patterns, and trends. The importance of data analysis cannot be overstated, especially in today's data-driven world. It aids in identifying trends, predicting future outcomes, optimizing processes, and making evidence-based decisions. Moreover, data analysis plays a vital role in identifying anomalies or errors in the data, ensuring data quality, and enabling informed actions for continuous improvement and growth.

The data collected in this research were collected through these method :

Identification: This includes determining the factors that cause students to feel anxious when speaking in Aiga English Class and explaining the effects of such anxiety.

Classification: It includes dividing the factors responsible for the speaking anxiety of students in Aiga English Classes and dividing the impact of such anxiety into various groups.

Description: This included providing detailed information about both the causes and effects of students' speaking anxiety in Aiga English class.

Explanation: This includes explaining the factors that cause students to experience speaking anxiety and provides a clear understanding of the impact of this anxiety on the Aiga English class.

FINDINGS AND DISCUSSION

FINDINGS:

After conducting observations, interviews, and reviewing relevant documents, researchers found that students in the Aiga English Class experienced speech anxiety. The Factor that caused the student has speaking anxiety, **Communication Apprehension:** Anxiety about communication when learning a foreign language comes from the understanding that one will likely struggle to comprehend others and effectively express oneself. As a result, even people who are usually talkative might become silent in a classroom. "I don't believe to myself when I'm speaking English in classroom and I'm not speak fluently, and I have problem about vocabulary and little bit panic. I find it difficult to understand what the teacher is saying because the student is a bit slow when it comes to learning, especially for learning English, so sometimes they prefer to be silent, because they don't understand what the teacher is saying, plus sometimes the assignments given are not at all understand what is asked to do." Said one of the students when interviewed by the researcher. The data above shows that the students felt difficult to understand because they have lack of understanding in English. They were practicing English seldom in their activities. They felt shy and afraid of making mistakes when they practice speaking English in front of the class or friends. **Test Anxiety:** Test anxiety refers to types of performance anxiety resulting from a fear of failure. Test anxiety is believed as one of the most important aspects of negative motivation. It can be defined as "uncomfortable" feeling or emotional state having physiological and behavioral concomitants and then experienced in formal testing or other evaluative situations.

"I feel afraid if there's difference between the word and the text and I did not spell the word clearly and correctly in speaking and I think I'm not that good when speak in English, I didn't know many about speaking activities. If there is a test to evaluate my speaking skills, I feel afraid if I can't explain it well. In addition, I was afraid that I could not master the material were taught by the teacher." From the data above, the student felt afraid because they could not pronounce the correct word in English, so they afraid sometimes if they have to do the test, and they're not yet ready to follow the test because of anxious and afraid in spelling the word and they feel panic of making mistakes.

Fear of Negative Evaluation: In this case of foreign language learners, fear occurs where students have to speak in front of audiences or examiner. Students are concerned about opinions of important people such as teachers, friends, or parents. “I feel shy and freeze to speak in front of many people that makes me feel anxious and really want to run away, and I’m not prepared well. The difficulty that I face is when I was asked to come forward in front of the class, sometimes I want to finish it quickly, on the contrary, I forgot the English words of what I wanted to say. When I tried to remember it, I get nervous and found it even more difficult. It made me feel embarrassed and nervous to stand in front of the class. I can't be confident, when I tried more and it distracted my focus.”

Based on the explanations above it can be concluded that there are three factors cause the students' anxiety in learning English, such as communication apprehension, where the students cannot speak English because they have lack of experience with English and the students were not always practicing English. Test anxiety, where the students feel anxiety because they have to do the test that the teacher gives the students to do examination. Fear of negative evaluation, where the students afraid if the teacher and their friends will laugh if the students make mistakes. The effects of student anxiety in speaking skill.

Lack of Confidence: Most of the students interviewed felt the same way about how anxious they felt when they making mistakes. All students who participated in this study were serious concerns related to the type of evaluative situation in which they speak performance is monitored by class participants. “I am not smart. I'm afraid that my friends will continue to make fun of me and laugh at me, and I'm afraid that this will result in my friends making fun of me for a long time because I didn't explain the material correctly.” Said one of the students when interviewed by the researcher. It describes a condition where students felt afraid to make mistakes, their friends will assume that they’re not smart. Kind of scared friends' assumptions and reactions have the potential to interfere with their performance speak. Sometimes when they’re nervous, they lower their voice volume and speak faster so that their friends won’t realize it.

Emergence of Negative Self Perception: Emergence of Negative Self-perception here is a perception that causes negative effect on students, negative thoughts and being underestimated towards their own ability can provoke anxiety because of the degradation of confidence. “I am just afraid. I still lack of knowledge in English so I am afraid of making mistakes because English has various pronunciation and various writing too.” Said one of the student when interviewed by the researcher.

Lost of Focus: To express an idea, students need to choose appropriate words. To be able to do that, it is essential for them to have an ability to recall vocabulary items well. The student has limited vocabulary skill that can affect their performance. “Yes, it did. When I performed in front of the class or in front of my friends, forgetting the meaning of a word made me forgot the whole things that I wanted to say because I’m still lack of vocabulary and then made me nervous that ended up to loss of focus.” this shows that his difficulty in vocabulary and its effect to the performance on speaking is serious where one word only can cause a big problem. The anxiety which made he forgot the whole idea he wanted to say appeared when he tried to remember one word that he wanted to use to express his idea.

DISCUSSIONS:

According to Horwitz (2011), there are three main factors that contribute to students' speaking anxiety of Aiga English classes:

- a. Communication Attention: Various personality characteristics, such as shyness, quietness, and reticence, lead to communication attention. Each student's level of shyness is different depending on their own attitude and specific circumstances. Therefore, because they do not have much experience and do not use it often, students may have difficulty speaking English.
- b. Test Anxiety: Another major source of anxiety for students is test anxiety, especially during examinations or assessments. Students fear making mistakes, worry about getting negative evaluations from their teachers and peers, and think they might laugh because of their mistakes.
- c. Fear of Negative Evaluation: Fear of negative evaluation is an extension of test anxiety, and it is not just about test scenarios. It also concerns students about the possibility of being ridiculed by teachers and peers if they make a mistake, which increases their anxiety.

Three distinct effects of students' speaking anxiety at Aiga English Course are identified, according to Ellis (1998) theory:

- a. Lack of Confidence: Most of the students interviewed felt the same way about how anxious they felt when they making mistakes. They are very afraid of their friends' reactions regarding this matter their performance.
- b. Emergence of Negative Self Perception: here is a perception that causes negative effect on students. Negative thoughts and being under estimate towards their own ability can provoke anxiety because of the degradation of confidence. Students' unrealistic expectations or beliefs on language learning and achievement potentially initiate frustration or anger toward their own poor performance.
- c. Lost of Focus: To express an idea, students need to choose appropriate words. To be able to do that, it is essential for them to have an ability to recall vocabulary items well. The following data show how limited vocabulary affects their performance.

Table:

Table 1. Interview Transcript with Participant

No	Researcher	Participant
1	Assalamualaikum. What's your name?	Walaikumsalam. My name is Harun.
	The first question to you Harun. "Please tell me something about how you felt during English class?" I mean, Bagaimana perasaan anda selama kelas bahasa Inggris?	Saya mau dan senang belajar bahasa inggris kak, tapi ada susahnya juga.
2	The next question. "What bothers you the most in English Class?" I mean, Apa yang paling mengganggu mu di kelas bahasa Inggris?	Saya merasa terganggu kalau disuruh bicara bahasa inggris di depan kelas, saya malu teman saya tertawa kalau saya berdiri dan bicara di depan kelas,
3	Next question. "Do you like speaking English in class?" I mean, Apakah anda suka berbicara bahasa Inggris dikelas?	Tidak suka, karena saya tidak mengerti bahasa inggris kak, saya tidak tahu apa yang mau dikatakan. merasa cemas dan takut teman teman kelas tertawa bu.
4	"What makes you anxious in speaking English?" I mean, apa yang membuat kamu cemas dalam berbicara bahasa Inggris?	Saya cemas kalau disuruh maju ke depan bicara bahasa inggris, karena saya takut salah dan gemetar (gugup) badan kak kalo bicara di depan kelas.
5	"What makes it difficult for you to speak English?" I mean, Apa yang menyulitkan anda untuk berbicara bahasa Inggris?	karena saya tidak paham bahasa inggris, mungkin karena saya tidak terbiasa. Saya sulit mengingat kata kata bahasa ingris buk.ada lagi kata yang beda tulisan sama cara bacanya bu, saya bingung.
6	Next question. "How do you think people in your classroom will react if you make a mistake? I mean, menurut kamu bagaimana tanggapan atau reaksi teman sekelasmu jika kamu membuat kesalahan	Saya merasa malu dilihat banyak teman, saya jadi lupa apa yang mau saya katakan, karena siswa lain juga selalu tertawa ketika saya berbicara bahasa Inggris.

	saat berbicara?	
7	Thank you for your time, I hope that my interview can help reduce your problems in speaking English.	You're welcome kak Tila.

Table 2. Interview Transcript with Participant

No	Researcher	Participant
1	Assalamualaikum. Whats your name?	Waalaikumsalam. My name is Dimas Pratama..
	The first question to you Harun. "Please tell me something about how you felt during English class?" I mean, Bagaimana perasaan anda selama kelas bahasa Inggris?	Saya senang dan gembira kak belajar bahasa inggris, saya tidak paham tutor ketika menjelaskan. Saya susah mengerti, saya juga banyak tidak tau arti kata-kata dalam bahasa Inggris. Saya takut kalau disuruh bicara bahasa inggris.
2	The next question. "What bothers you the most in English Class?" I mean, Apa yang paling mengganggu mu di kelas bahasa Inggris?	Kalau saya bicara bahasa inggris bu, misalkan bicara di depan kelas, teman teman saya tertawa kak, itu yang mengganngu saya.
3	Next question. "Do you like speaking English in class?" I mean, Apakah anda suka berbicara bahasa Inggris dikelas?	Saya tidak suka berbicara bahasa Inggris di kelas. Karena saya merasa takut dan gugup kalau bahasa Inggris saya salah dan saya ditertawakan oleh teman. saya jadi malu kak.
4	"What makes you anxious in speaking English?" I mean, apa yang membuat kamu cemas dalam berbicara bahasa Inggris?	Karena saya banyak tidak hapal kata kata, saya takut salah dalam mengucapkan kata kata bu, saya malu didepan teman teman.
5	"What makes it difficult for you to speak English?" I mean, Apa yang menyulitkan anda untuk berbicara bahasa Inggris?	Saya sulit mengingat kata kata kata dalam bahasa Inggris, karena kata-kata dan cara bacanya beda. Soal-soal bahasa inggris juga sulit.

6	Next question. "How do you think people in your classroom will react if you make a mistake? I mean, menurut kamu bagaimana tanggapan atau reaksi teman sekelasmu jika kamu membuat kesalahan saat berbicara?"	Saya merasa malu dan gugup kak berbicara bahasa Inggris. Teman teman sering tertawa dan mengejek saya..
7	Thank you for your time, I hope that my interview can help reduce your problems in speaking English.	You're welcome kak.

OBSERVATION SHEET

Student's name: <i>Harun</i>
Grade: <i>B</i>
Number:
Date: <i>19 April 2023</i>

Aspects	Yes	No	Reasons
Students are willing to speak aloud.		✓	<i>He lack of confidence in speaking ability</i>
Actively participating in speaking activities.		✓	<i>Difficult to understand.</i>

Aspects	Show Confidence	Lack of Confidence	Reasons
Reactions of students when they face words that they do not know how to pronounce.		✓	<i>He choose to silent than actively in speaking performances.</i>

Students practice speaking English through:

Participation in			
	Yes	No	Observations
Student clearly describe one of the topics without doubts.		✓	<i>Student have lack of confidence when speaking English.</i>
Student have anxious feeling during English class. Student don't worry about making mistakes in English class.	✓		<i>Students have difficulty understanding the material.</i>
During English class, Student thinking about things that have nothing to do with.	✓		<i>Because student feel insecure.</i>
Student worry about the consequences of fail in English class.	✓		<i>The student shy in front of their friends.</i>
Student feel anxious to prepare very well for the English class.	✓		<i>And most of them speaking is shy.</i>

CONCLUSION:

The results showed a number of factors that contributed to students' speaking anxiety in Aiga English class, which align with Horwitz's (2011) theory. These factors include fear of negative evaluation, which comes from students' lack of English experience and inconsistent practice, test anxiety caused by assessments or examinations, and apprehension of communication, where students fear being ridiculed by teachers and peers because of their mistakes.

In addition, the study found three effects of student speaking anxiety at Aiga English Course, according to Ellis (1994). There are Lack of Confidence, Emergence of Negative Self-perception, and Lost of Focus.

Suggestions: Students who have anxiety should work to improve their speaking performance by recognizing their challenges and finding ways to deal with them. Seeking feedback from teachers and peers regarding their speaking abilities can be valuable for self-analysis. It is the aim of this study to be used as a guide for researchers who will conduct research on how anxiety affects students' ability to speak in English classes. The focus of future research will be on effective methods for dealing with anxiety and strategies for improving students' ability to speak. To reduce anxiety effectively, look for appropriate methods to encourage constructive communication between students in class. The result can be assumed that from the previous study there are some studies that have been taken by the researcher related to analysis of student's anxiety. The students have high level of anxiety.

It is the aim of this study to be used as a guide for researchers who will conduct research on how anxiety affects students' ability to speak in English classes. The focus of future research will be on effective methods for dealing with anxiety and strategies for improving students' ability to speak. To reduce anxiety effectively, look for appropriate methods to encourage constructive communication between students in class.

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