

An Analysis of Students Speaking Anxiety of Eleventh Grade Students at SMK Negeri 1 Lubuk Pakam

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ABSTRACT

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The objective of the research is to know the causes of students' anxiety in speaking English, the types of students' anxiety, and the level of students' anxiety in speaking English in the eleventh grade of SMK Negeri 1 Lubuk Pakam. This study uses qualitative methods by collecting data through observation, interviews, questionnaires, and documentation. The results of this study indicate that there are 3 factors of student anxiety in learning English according to Horwitz' theory (2011), namely (1) Communication Apprehension, where students have difficulty speaking English because they do not have much knowledge about English, (2) Test Anxiety, where students feel anxious when they have to take an English test, and (3) Fear of Negative Evaluation, where students are afraid that the teacher and their friends will laugh if students make mistakes. According to Thomas (2009), there are also two types of student anxiety: State Anxiety and Trait Anxiety. And the questionnaire was developed by Horwitz with 33 statements, the results showed that 1 student (10%) experienced a high level of anxiety, 7 students (70%) experienced a moderate level of anxiety, and 2 students (20%) experienced mild anxiety.

Keywords

Speaking Anxiety, Speaking English, Qualitative Research

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INTRODUCTION

Speaking is one of the language skills students need to acquire when learning a foreign language. Speaking is one of the four language skills. Speaking is a creative skill through expressing ideas, thoughts, and intentions verbally. According to speaking is an important part of the learning process when teaching English as a foreign language (Hasriani et al., 2021).

(Suadiyatno et al., 2020) Many students think that learning to speak English is difficult. The most common problems students find in learning speaking skills are a lack of vocabulary, poor pronunciation, just silence, lack of

confidence to speak, and fear of making mistakes when speaking. It also makes students feel anxious when they have to speak in public in English .

(Hadi & Junor, 2022) Anxiety is described as an uncontrollable state that can cause several problems in language-learning situations. Anxiety has been considered one of the most important negative factors affecting second language acquisition, especially in terms of motivation and self-confidence. (Nugroho et al., 2021) Anxiety often sets a person up for failure when they are unable to speak and fail to demonstrate that they understand English well enough. According to Ormrod in , Anxiety is a feeling of tension and anxiety about certain situations.

(Abrar, 2022) Based on the explanation above, the researcher is interested in deepening research on cases of speaking anxiety in students. The researcher will conduct research that aims to find out the factors that cause student anxiety in speaking, the level of anxiety in students, and also the types of anxiety in students. Therefore the researcher is interested in conducting research with the title *An Analysis of Students' Speaking Anxiety at Eleventh Grade Students of SMK Negeri 1 Lubuk Pakam*.

RESEARCH METHOD

The researcher used qualitative research. According to Sugiyono (2018), the qualitative research method is a research method based on philosophy, which is used to research scientific conditions (experiments) where researchers as instruments, data collection techniques, and in qualitative analysis place more emphasis on meaning. In this research, the researcher analyzed students' speaking anxiety using observation, interviews, and questionnaires (Sugiyono, 2019; Suharsimin, 2000).

The population were eleventh grade students at SMK Negeri 1 Lubuk Pakam. The research data were taken from the eleventh grade, majoring in AB which amounted to 20 people. Researcher used observation, interviews, and questionnaires as data collection. The research data was analyzed by applying the data analysis model proposed by (Creswell & Creswell, 2018; Scharrer & Ramasubramanian, 2021). The analysis consists of three streams of current activity, namely data reduction, data display and conclusion. The data in qualitative research must be auditable through checking that the interpretations are credible, transferable, dependable and confirmable.

RESULT AND DISCUSSION

The researcher described the results of the research in research results and discussion to answer this research question. By conducting observation,

interview, and also questionnaire as data collection at eleventh grade students of SMK Negeri 1 Lubuk Pakam. The most important part of this discussion was to explain students' speaking anxiety. Furthermore, researcher got final result description.

Result of Observation

The researcher found that almost half of the students were anxious when speaking English. They seemed very confused and frightened, sweating and biting their lips. Some students forgot to explain what they had previously memorized when speaking in front of the class. They just said nothing and clenched their fists behind their backs. Sometimes the teacher helped them memorize vocabulary.

They got anxious when they pronounced English vocabulary incorrectly. Because they couldn't say anything because they were afraid other friends will laugh at them. Researcher got her results by observing how students spoke English in front of the class. Almost all students felt shy, nervous, and anxious when speaking English. The fact that students lack confidence in their own abilities was also evident in research data.

Result of Interview

There were 10 questions given by researcher. As a result, the researcher found the causes of students' anxiety in speaking English into three categories according to Horwitz et al, namely (1) communication apprehension (CA), (2) test anxiety, and (3) fear of negative evaluation, which are described as follows :

1. Communication Apprehension

Communication apprehension when learning English stems from personal knowledge that it is almost certainly difficult to understand others and to be understood. This is why many talkative people are silent in class. The result showed that students have difficulty constructing sentence structures. Students also doubt their own abilities.

2. Test Anxiety

Text anxiety is thought to be one of the most important aspects of negative motivation. It is an unpleasant feeling or emotional state with physiological and behavioral concomitant and experienced in formal testing and other assessment situations. The result showed that almost all students felt anxious when their grades were poor. For this reason, students did not dare to practice speaking in front of the class. Students were also required to memorize the words and phrases they would present in class.

The students were afraid because they could not pronounce English words. They fear that their friends would make fun of them or laugh at

their mistakes. It's good for the students because the teacher could get to know their abilities and skills while talking. However, the students were not yet ready to take the speaking test.

3. Fear of Negative Evaluation

For English learners, fear arises in situations where they have to speak in front of a familiar audience or examiner. Students care about the opinions of important people such as teachers, friends, and parents. The result showed that students felt anxious because they had to speak in front of the class and they didn't prepare themselves well and students were afraid if the teacher and their friends would judge their performance badly, they would be worry if they laughed at for making mistakes.

Researcher also found the other types of students' anxiety when speaking English. According to Thomas, the type of anxiety is divided into two parts, namely state anxiety and trait anxiety.

1. State Anxiety

This type is those who start to panic when they have to speak English which is temporary and can also be felt consciously subjectively. Someone who experiences state anxiety tends to feel nervous and has difficulty dealing with the situation. The researcher found that students feel anxious when teachers tell them to speak English or read English textbooks before class. This fear arises because they rarely practice speaking English.

2. Trait Anxiety

Trait anxiety is a person's tendency to be tense or anxious regardless of the situation. As a result of the interview, it was found that some students became anxious when they could not understand the lesson. They fear failing when teachers ask questions.

Result of Questionnaires

The researcher used a close questionnaire called Foreign Language Classroom Anxiety Scale (FLCAS). The questionnaire adopted from Horwitz, & Cope which assessed the degree of learner's anxiety during English class. The FLCAS consists of 33 questionnaires on how anxious foreign language learners feel in the classroom. The researcher summarized the result and divided into positive and negative responses. The positive statements are in number 2, 5, 8, 11, 14, 18, 22, 28, and 32. Meanwhile, negative statements are in number 1, 3, 4, 6, 7, 9, 10, 12, 13, 15, 16, 17, 19, 20, 21, 23, 24, 25, 26, 27, 29, 30, 31, and 33. The positive and negative responses as followed in the table below:

Table 1.
Summarizing of Students' Response

No	Name	Positive Steatment					Negative Steatment				
		SA	A	D	SD		SA	A	D	SD	
1.	KA	0	2	7	0		17	7	0	0	
2.	CS	0	3	3	3		11	6	4	3	
3.	ET	0	3	3	3		11	6	4	3	
4.	AF	1	5	3	0		0	18	6	0	
5.	MH	1	4	4	0		6	12	5	1	
6.	AW	6	3	0	0		3	13	5	3	
7.	MN	0	5	4	0		0	12	12	0	
8.	TB	3	3	2	1		10	7	6	1	
9.	ZH	0	8	1	0		0	15	7	2	
10.	AR	1	6	1	1		2	6	14	2	
Score		12	42	28	8	90	60	102	63	15	240

SA : Strongly Agree

A : Agree

D : Disagree

SD :Strongly Disagree

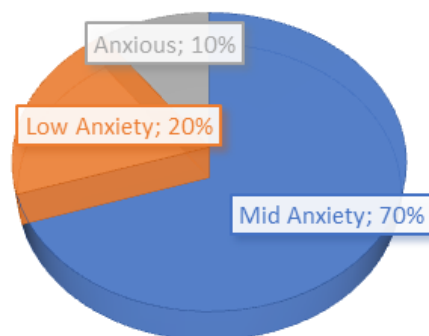
To find out the level of students' anxiety in speaking performance, the researcher done the scoring and categorize each students based on their respons in FLCAS questionnaire.

Table 2.
The Result of Scoring and Categorizing in Student' Anxiety Level

Name	Questionnaire Number																	Total Score	Level of Anxiety
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17		
KA	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	109	Anxious
	4	2	4	3	2	4	3	2	4	4	2	4	4	2	4	4	4		
	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33			
	2	4	3	4	3	3	4	4	4	3	3	3	4	4	2	3			
CS	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	91	Mid Anxiety
	3	3	3	3	2	3	4	2	4	2	3	1	1	1	4	4	4		
	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33			
	2	1	2	4	1	4	4	4	3	2	3	3	4	4	1	2			
ET	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	91	Mid Anxiety
	3	3	3	3	2	3	4	2	4	2	3	1	1	1	4	4	4		
	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33			
	2	1	2	4	1	4	4	4	3	2	3	3	4	4	1	2			
AF	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	91	Mid

	2	3	3	3	2	3	3	2	3	2	3	2	3	2	3	3	3		Anxiety
	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33			
	4	3	2	3	3	3	3	2	3	2	3	3	3	3	3	3			
MH	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	95	Mid Anxiety
	3	2	3	3	3	3	3	2	2	2	3	1	4	2	4	4	4		
	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33			
	3	4	2	3	2	4	3	3	3	2	4	2	3	3	3	3			
AW	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	95	Mid Anxiety
	3	3	2	3	4	3	3	4	3	2	3	2	3	4	3	3	3		
	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33			
	4	3	1	4	4	2	4	3	2	1	3	3	3	2	4	1			
MN	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	83	Low Anxiety
	3	2	3	3	2	3	2	3	2	2	3	2	3	3	3	3	3		
	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33			
	3	2	2	3	3	2	2	3	2	2	2	3	3	2	2	2			
TB	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	102	Mid Anxiety
	3	2	2	2	4	3	3	1	4	2	3	3	2	2	4	3	4		
	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33			
	3	4	2	4	4	4	4	4	3	1	4	4	4	3	3	4			
ZH	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	87	Mid Anxiety
	3	2	3	3	3	3	3	3	2	1	3	2	3	3	3	3	3		
	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33			
	3	3	2	3	3	3	3	3	2	1	3	3	2	2	3	2			
AR	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	80	Low Anxiety
	3	3	4	4	3	2	2	3	2	1	3	2	2	4	1	2	2		
	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33			
	2	3	2	3	2	3	2	3	2	2	3	3	2	2	1	2			

Based on the 33 questions of the FLACS questionnaire, there were various responses from all respondents. Researchers found 18 students have different anxiety in speaking English.



Picture 1.
Percentage of Students' Anxiety Level

From the diagram above, it can be conclude that most students have moderate anxiety (a little anxious and relaxed). 70% of students experience moderate anxiety, and students with moderate anxiety have several characteristics such as discomfort and voice changes, sweating, irritability, headaches, etc. It's means that many students have difficulties in reducing anxiety.

Meanwhile, only two students had low anxiety levels, meaning they had no problems with their anxiety levels. The characteristics of people with mild anxiety are unable to sit still, lips tremble, pulse and blood pressure increase, facial wrinkles, and a little impatient. Usually, people who experience low anxiety will be able to easily control their anxiety

Out of a total of 10 students, there was one student who experienced high anxiety. High anxiety is a feeling caused by the belief that something is different that makes them feel threatened by their environment. The characteristics of people with high anxiety can be seen from their behavior or feelings; they always want to be free, are restless, very anxious, have poor eye contact, confusion, withdrawal from crowds, and shake are included in the characteristics of severe anxiety.

CONCLUSIONS

Three factors cause students' anxiety in learning English in class XI of SMK Negeri 1 Lubuk Pakam based on Horwitz's theory (2011), namely communication apprehension, where students cannot speak English because they have a weak experience of English, and then they don't always practice English, test anxiety, where students feel anxious because they have to take a test that the teacher gives them when students take exams, and fear of negative evaluation, where students are afraid that the teacher and their friends will laugh if students make mistakes. Based on Thomas' theory (2009), there are two kinds of student anxiety in learning English in class XI of Smk Negeri 1 Lubuk Pakam, namely State Anxiety, where students feel panicked and stressed when they want to speak English, and Trait Anxiety, where students feel nervous when students can not understand the teacher's explanation and specifics.

The research was conducted by giving a questionnaire to 10 eleventh-grade students at SMK Negeri 1 Lubuk Pakam to collect data. The questionnaire consisted of statements about students' anxiety about speaking English. Questionnaire adapted from Horwitz, and Cope. After analyzing the data, the results show that most of the students admit to being somewhat anxious about speaking English. There were 7 students (70%) who experienced moderate levels of anxiety. Then, 2 students (20%) were at a low level of anxiety

(relaxed) and only 1 student (10%) had high anxiety. Many students experience anxiety in EFL classes and it affects them negatively. Therefore, English teachers need to be aware of anxiety among their students.

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