

STUDENTS' ANXIETY IN SPEAKING ENGLISH AT SMA AL WASHLIYAH 3 MEDAN

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Abstract

The purpose of this study was to find out what types of anxiety students experience when speaking English, then the factors that cause anxiety in speaking in English, and why speaking anxiety can occur in students at SMA Al Washliyah 3 Medan. The research method used is descriptive qualitative research, where the data is taken based on the results of observations, filling out questionnaires, and interviews with several students. The research subjects consisted of eleventh grade IPA at SMA Al Washliyah 3 Medan. The results of this study indicate that there are two types of anxiety experienced by students when speaking English, the first is state anxiety and the second is trait anxiety. Then there are three factors that cause anxiety including, communication of apprehension, test anxiety, and finally fear of negative evaluations. On the other hand, the causes why anxiety arises in students include trauma from past events where the response from people around students makes students lose their confidence, which makes students feel anxious when speaking English.

Keywords: Students' Anxiety, English Speaking

Abstrak

Tujuan dari penelitian ini adalah untuk mengetahui apa saja tipe anxiety yang dialami siswa ketika berbicara bahasa Inggris, lalu faktor penyebab kecemasan berbicara dalam bahasa Inggris, serta mengapa kecemasan berbicara tersebut bisa terjadi pada siswa di SMA Al Washliyah 3 Medan. Metode penelitian yang digunakan yaitu penelitian deskriptif kualitatif, dimana data yang diambil berdasarkan hasil observasi, pengisian kuesioner, serta interview pada beberapa siswa. Subject penelitian terdiri dari siswa kelas sebelas IPA di SMA Al Washliyah 3 Medan. Hasil penelitian ini menunjukkan bahwa ada dua tipe kecemasan yang dialami siswa ketika berbicara bahasa Inggris, yang pertama state anxiety dan kedua trait anxiety. Lalu ada tiga faktor penyebab kecemasan tersebut diantaranya, ketakutan berkomunikasi, kecemasan ketika ujian, dan terakhir takut akan evaluasi negatif. Disisi lain penyebab mengapa kecemasan itu timbul pada

siswa antara lain trauma akan kejadian masa lalu dimana respon dari orang-orang disekitar siswa yang membuat siswa kehilangan rasa percaya diri, yang menjadikan siswa merasa cemas ketika berbicara bahasa inggris.

Kata Kunci: Kecemasan Siswa, Berbicara Bahasa Inggris

1 Introduction

The use of English in everyday life is not impossible today, especially in a conversation between two or more people. This makes speaking one of the most important skills, it can be said that a student is successful in learning English if they can speak well. In the process of learning English, teachers are often emphasized to be able to speak English well so as to make students accustomed to speak English. Nunan (2000 in Indrianty 2016) state that speaking is one of a key aspect of learning a second or foreign language. While according to Paramasivam (2013) for English language learners speaking is one of the most important skills that they need to be developed.

High school students still experience difficulties in speaking English, just to introduce themselves, many students experience difficulties. This could be caused by a poor teaching system, for example English teachers only ask students to understand grammar theory and interpret sentences in a story, without guiding students to be able to pronounce or retell the story they understand.

Researchers have encountered such cases when doing an internship at a school, the teacher only asked students to copy the theory in the book. Then students are only asked to look for vocabulary that they do not know or think is difficult, without guiding them to pronounce the vocabulary to see how the student's pronunciation is.

English is one of the subjects that is usually avoided, because students are not familiar with English. It is difficult for them to express their ideas or feelings into a language that is difficult for them to understand. In addition, in English lessons, students are usually required to be able to understand grammar, pronunciation and memorize vocabulary which is very difficult for them. This causes Students may feel uncomfortable speaking English because they do not use the means of communication that they usually do (Nascente, 2001 in Tridinanti 2018).

In addition some students feel uncomfortable when standing and speaking in front of the class, because they are afraid when they make a mistake in speaking, other friends will laugh and even insult them. It made their feelings of anxiety increase before they even started talking.

Based on this explanation, the researcher is interested in conducting a research to find the factors that cause students' anxiety in speaking English at SMA Al-Washliyah 3 Medan.

The researcher tries to find out the answer to the following this question:

1. What type of anxiety occurs in students of SMA Al-Washliyah 3 Medan when speaking English?
2. What are the factors that cause students' anxiety in speaking English at SMA Al-Washliyah 3 Medan?
3. Why does speaking anxiety occur in students at SMA Al-Washliyah 3 Medan?

2 Review of Related Literature

Speaking is one of the four most important skills in language. By speaking people all over the world can connect and transmit information to each other clearly. In addition, speaking can reduce misunderstandings regarding the delivery of information. Harmer (2007:284, in

Wahyuni 2016) states speaking is the ability to speak fluently and presupposes not only knowledge of language features, but also the ability to process information and language 'on the spot'. Speaking is a person's ability to convey ideas, opinions, information through a verbal utterance from one person to another who is the goal or recipient of information. In addition, speaking does not only pay attention to the words or sentences conveyed but also the intonation of speech, body gestures, and facial expressions.

Anxiety is a mental health disorder that occurs in a person which is characterized by the emergence of feelings of worry, anxiety, or excessive fear, causing disruption of daily activities. According to Horwitz (2011 in Isnaini 2018) anxiety is a sense of apprehension or doom that is accompanied by certain physiological reactions, such as accelerated heart rate, sweaty palms, and tightness in the stomach. In other word, Ormrod (2011 in Santriza 2018) also stated that anxiety can be defined as uneasiness and apprehensions feeling toward uncertain outcome of a given condition.

Based on the opinions of the experts above, it can be concluded that anxiety is a psychological condition or phenomenon in which a person experiences anxiety and increases excessive fear when in certain situations. Some examples of someone experiencing anxiety are the heart rate that increases rapidly and the body sweats in excessive amounts than usual, which occurs when a person is not in a state of strenuous activity.

Type of Anxiety

a State Anxiety

Is a condition in which a person experiences feelings of anxiety due to dealing with certain situations and usually occurs in a short time. Raypole (2021) states that state anxiety is a natural human response. You don't need to have an underlying anxiety condition to experience fear when facing some type of danger.

b Trait Anxiety

Raypole (2021) in her article writes that trait anxiety refers to anxiety that shows up as part of your personality, not just in a stressful situation.

Factors of Anxiety in Speaking Performance

Tanveer (2007, in Hakim and Syam, 2019) stated that this description was general for the causes of students' anxiety in speaking English (foreign language). Providing an insight to comprehend the sources or causes. It could originate, there are communication apprehensions, test anxiety, and fear of negative evaluation.

1. Communication apprehension

Communication apprehension often occurs in EFL students in English class. Communication apprehension is characterized by students who feel embarrassed to talk to their teachers or classmates in English. Students with this condition feel that other people are watching and observing them to make mistakes in their grammar. This causes students to be anxious when asked to speak English.

2. Test Anxiety

Test anxiety refers to the anxiety that occurs as a result of the fear of failure. This usually happens to students who will undergo an English language test, especially the oral test. Students will usually feel uncomfortable and depressed. Even though students have prepared beforehand, often when the test takes place they seem to lose their ability. This results in students being confused and not knowing what to do on the test.

3. Fear of Negative Evaluation

Fear of negative evaluation can be said as a condition in which a person experiences fear of the evaluation of others, avoids evaluation situations, and thinks that others will evaluate negatively. Students will feel anxious to show their ability in English in front of classmates, because students feel their friends will give negative comments. Students will also feel anxious if the teacher makes corrections to their appearance.

3 Method of The Research

This research uses descriptive qualitative research. Where this method utilizes qualitative data, namely data presented in verbal and non verbal form, and described descriptively. Sugiyono (2015) defines qualitative research as a kind of category of study that is used to analyze the natural event. Then, the final result of the study is described in written words.

In this study, the researcher focused on analyzing the factors causing students' anxiety in speaking English, data obtained based on the results of observations, distributing questionnaires, and interview with students as respondents, at SMA Al Washliyah 3 Medan.

4 Result and Discussion

Researcher carried out three stages to obtain appropriate data for this research. First, the researcher made observations on the students, the researcher asked some students to speak English in front of the class with the topic of introducing themselves. Furthermore, the researcher distributed questionnaires to 29 students who were present. And finally the researcher conducted interviews with 8 students.

Based on these observations, the researcher obtained data from seven students. The researcher found out of seven students there were only two students who spoke fluently, the remaining five always glanced at the blackboard and spoke haltingly. Then six students had a hand position that did not move from the beginning of speaking to the end, whether it was holding each other's palms, the right hand holding the left wrist, clenching one hand, and holding the hand behind the body. The one remaining student continued to squeeze the entire finger without stopping. Furthermore, four students continue to move their bodies and legs, to the left and right.

After making observations, the researcher distributed a paper containing a questionnaire that needed to be responded to by the students present at that time. The researcher used the final version of the PSCAS (Public Speaking Class Anxiety Scale) questionnaire adopted from Yaikhong and Usaha (2012). The response categories that students need to choose are five categories, namely: strongly agree, agree, undecided, disagree, and the last strongly disagree.

The last stage in obtaining research data, researchers conducted interviews with eight students. In the interview, the researcher found various student responses regarding English lessons, especially in speaking.

The Type of Anxiety occurs in Students When Speaking English

Researcher found that there were two types of anxiety that occurred in eleventh grade IPA students at SMA Al-Washliyah 3 Medan. The data comes from the results of observations with students, it can be seen below:

1. State Anxiety

Based on the results of observations, researcher can conclude that most students experience a state anxiety phase where it is seen that some students feel they are in a situation that seems to threaten themselves. This is evidenced by the attitude of students when the researcher asked them to speak in front of the class, all students refused because they felt they were not good at speaking English.

According to Goudrey and Spielberger (in Khaerunnisa 2020) regarding the characteristics of speaking anxiety, students who experience state anxiety are included in general behavioral characteristics, where students cannot relax when in front of the class. Their body parts are constantly moving whether it's legs, arms, or body.

2. Trait Anxiety

Based on the observations, the researcher found that some students felt threatened by things that made them fail, one of which was when they failed to speak English in front of the class. Students who experience trait anxiety can be included in the type of behavioral characteristic of anxiety where the characteristics of this type include avoidance and shock. This is in accordance with the condition of most of the students who were surprised and asked the researcher not to call them to the front of the class, when the researcher said need them to speak English.

The Factors That Cause Students' anxiety

Based on the results of the questionnaire, there are three types of factors that cause students' anxiety in the eleventh grade students of SMA Al Washliyah 3 Medan. The first is communication apprehension, where this condition occurs in students who feel embarrassed when speaking in front of the class. This can be seen in the observation data, where students do not want to speak English in front of the class for reasons of shy because they cannot speak English. Some students feel anxious because they can speak English because they are not used to doing this.

Second, test anxiety occurs when students feel afraid if they fail the speaking test. based on the results of the interview students felt nervous, anxious, and afraid when the teacher asked them to speak English in front of the class. It also happened even though the students had prepared beforehand.

And the last one is fear of negative evaluation, this happens when students feel afraid and anxious about criticism and bad comments when speaking in front of the class. that

students are afraid of being laughed at by other students when they are speaking English in front of the class. In addition, the data was confirmed by students in interviews where they answered that they were afraid of being laughed at when they made a mistake when speaking English.

Reason of Speaking Anxiety Occurs

Based on the results of interviews that the researcher conducted with the eleventh grade science students at SMA Al Washliyah 3 Medan, it was found that most of the students felt anxious, nervous, and embarrassed when speaking English in front of the class as a result of the students' bad experiences. Where in this case the student claimed to have been laughed at by his friends when he was speaking English.

Besides that there is also a student's confession who said that his bad experience was being scolded by his teacher when he made a mistake when the teacher asked the student to come forward in front of the class and take an English speaking test in front of all his friends.

5 Conclusions

Based on the results of the research that has been stated, the conclusions that researcher can take are described as follows::

1. The type of anxiety experienced by students consists of two types, namely state anxiety, where students feel threatened or afraid when the researcher asks them to speak English in front of the class. Students have difficulty stringing words in English and their bodies are constantly moving restlessly left and right. Furthermore, the second is trait anxiety, where students are surprised and avoid when asked to go forward, this is because students feel afraid if they make mistakes or fail to convey sentences in English even though this has not happened.
2. Factors causing anxiety experienced by students consist of three kinds. The first is communication apprehension, where students feel shy and not confident, which makes them anxious when speaking English. The next factor is test anxiety, where students feel afraid and anxious when they fail to speak English as requested by the teacher during the speaking test. The last factor is fear of negative evaluation, where students are afraid of the opinions of others, especially friends and teachers when they speak English in front of the class.

Based on the interview, the cause of students feeling anxiety is the result of their trauma when speaking English in front of the class. Where friends laugh, and teachers scold students when they make mistakes.

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