

An Analysis Of Students' Anxiety In Speaking Classroom At The Eleventh Grade Of SMAS Dharma Patra P.Berandan

¹Nudia Yultisa, ²Juliantina, ³Muhammad Risky, ⁴Pandu Prabowo Warsodirejo, ⁵Maulidya Rahmah

(1,2,3) STKIP Budidaya Binjai

(4) FKIP Universitas Islam Sumatera Utara (5) Teknologi Rekayasa Komputer Politeknik LP3I Medan

nyultisa@gmail.com (1), juliantinasebayang@gmail.com (2),
muhammadriski282882@gmail.com (3) panduprabowo@fkip.uisu.ac.id (4), maulidya@plm.ac.id (5)

ABSTRAK

This research want to find out what is the highest rank in English speaking classroom by the internal and also the external side in SMAS Dharma Patra P.Berandan Specifically at XI Ipa 1 classroom with the population 38 students and 18 students were chosen as the samples, it purpose what factors that may contribute the highest score of anxiety in English learning environment based on the students' perspectives. The method used in this study was qualitative method with phenomenology approach. Eighteen anxious students were selected as the participants. The data were gathered through triangulasi technique they were observation, questionnaire and also interview. In this research have two factors of anxiety they were internal such as fear of making mistake, shyness, lack of self-confidence and lack of motivation and external such as embarrassment, limited vocabulary, grammatical error, friend/classmate and also lack of preparation. Based on the internal and external factors of anxiety the result of the study showed the most influencing that make the highest rank of anxiety of students in speaking was English in class XI Ipa 1 in internal was Lack of self-confidence and the external was grammatical error that was experienced by students in English Classroom at the XI Ipa 1 SMAS Dharma Patra P.Berandan.

Kata Kunci : Students' speaking English, Anxiety, and the Highest Factor

ABSTRACT

Penelitian ini ingin mengetahui apa peringkat tertinggi dalam kelas berbahasa Inggris oleh internal dan juga pihak eksternal di SMAS Dharma Patra P.Berandan Khususnya di kelas XI Ipa 1 dengan populasi 38 siswa dan 18 siswa dipilih sebagai sampel, dengan tujuan faktor-faktor apa yang dapat berkontribusi skor kecemasan tertinggi dalam lingkungan belajar bahasa Inggris berdasarkan perspektif siswa. Metode yang digunakan dalam penelitian ini adalah metode kualitatif dengan pendekatan fenomenologi. Delapan belas siswa yang cemas dipilih sebagai peserta. Pengumpulan data dilakukan melalui teknik triangulasi yaitu observasi, angket serta wawancara. Dalam penelitian ini memiliki dua faktor kecemasan yaitu internal seperti takut membuat kesalahan, rasa malu, kurang percaya diri dan kurang motivasi dan eksternal seperti malu, kosa kata yang terbatas, kesalahan tata bahasa, teman/teman sekelas dan juga kurangnya persiapan. Berdasarkan faktor internal dan eksternal dari kecemasan hasil penelitian menunjukkan yang paling mempengaruhi yang membuat kecemasan tertinggi siswa dalam berbicara adalah bahasa Inggris di kelas XI Ipa 1 di internal adalah Kurang percaya diri dan eksternal adalah kesalahan tata bahasa yang dialami oleh siswa di Kelas Bahasa Inggris di XI Ipa 1 SMAS Dharma Patra P.Berandan.

Keywords: Kemampuan Berbahasa Inggris Siswa, Kecemasan, dan Faktor Tertinggi

I. PENDAHULUAN

1. Latar Belakang

English is a universal language nowadays and know it well like a must that everyone must be skilled in this thing. In this globalization flow a young learner need it to keep up the world properly. In Indonesia itself English becomes one thing that must be learned. "English is a vital thing in life Indonesian government has definite that English is one of subject curriculums in Indonesian school. It becomes a local subject in Elementary School, includes subject in Junior High School, Senior High School, and subject of the higher education institution (Isnaini, 2018). Moreover this pandemic makes the process of learning stop for a while and many students had low skills in English as a Subject in English. "As the English learners and researchers are needed English everywhere because nowadays of all the English Academy's, colleges and schools the learners was closed, English has started to face major difficulties in the English language learning and improvising" (Juliantina, dkk. 2021). In communicative approach there are four basic skills of learning foreign language in English they are speaking, writing, reading and listening. According to the common framework, these are divided into productive and receptive skills. Productive skills are consisting of speaking and writing and they are significant because they permit learners to perform in communicative aspects such as oral presentations, written studies and reports among others. Receptive skills comprise reading and listening. They are important because they allow learners to understand contents, text books, works or documents. Therefore, three skills need to be developed and learnt properly (Hossain, 2001). Speaking English helps students to convey their information or to get message in any fields of study. He further states that good English speakers will be in a good position to contribute for the improvement of their community's socio politics and socio-economic issues. This means, by Practicing to speaking English students gain valuable skills which can help students in their day to day communication through the use of new vocabulary, grammar or functional language like: greeting, introductions, self-introduction and introducing others (Abda, 2017). Nevertheless, there are many problems in mastering speaking, from students teaching processes etc. One problem of the student is related to emotion. If students were experiencing emotional strain it can inhibit or disturb the concentration of study and can also appear nervous and stuttering in the liver. Emotion is important in the conversation or classroom activities, since it has a good impact on learning. It means every state in students self that accompanied of affective both at the weak level and broad level (Yusuf, 2009). Emotion can be effect in motions lie right at the heart of the problem of stuttering. One great tool in your search for fluency is the realization on that you don't have to be stuck with negative feelings. You can change your emotional state at any given moment (Wiley and Sons, 2012). So that being an ideal student could be brave and strong in English as tool to face a wide world but in other hand Anxiety in English classroom could be a big problem to make the skill of student could be decrease cause of its, at least the impotence of all this stuff all stake holder would like to make the best way to give the best solution on it to decrease the Anxiety in English classroom.

2. Perumusan Masalah

Based on the description of the background of the problem above, the formulation of the research problem is: :

1. How forming an analysis of students' anxiety in speaking classroom at the eleventh grade of SMAS Dharma Patra P.Berandan
2. How forming a result of analysis of students' anxiety in speaking classroom at the

eleventh grade of SMAS Dharma Patra P.Berandan.

3. Tujuan Penelitian

This study aims to obtain data regarding :

1. To Know the result analysis of students' anxiety in speaking classroom at the eleventh grade of SMAS Dharma Patra P.Berandan
2. To find the aim of result analysis of students' anxiety in speaking classroom at the eleventh grade of SMAS Dharma Patra P.Berandan.

4. Manfaat Penelitian

The benefits of this research are :

1. Useful for the academic world obtained from the results by analysis of students' anxiety in speaking classroom at the eleventh grade of SMAS Dharma Patra P.Berandan.
2. Useful for the the general interest of society obtained from the results by analysis of students' anxiety in speaking classroom at the eleventh grade of SMAS Dharma Patra P.Berandan.

II. METODE

The research was conducted in SMAS Dharma Patra P. Berandan, it is located in JL. Balik Papan P. Brandan since anxiety become one of problem that influence speaking skill at English classroom and make a sure that this problem spread and happen at this school In this research completely wanted to know the social phenomenon with thw purpose wanted to know what are the scores ranks of internal and external factors of the students' speaking anxiety in English speaking classroom and the highest score?. Qualitative research was applied in this study as the best method. The qualitative research is used to investigate the social phenomenon around the classroom.Data collection techniques are the most important step in research and in this research applied observation, questioner, interview and at least with documentation as the main purpose of research is to obtain data. In this research the researcer using trigulation technique, "Trigulation in credibility testing is defined as checking data from various ways", In other hand th researcher try to using this technique for the validation so that the researcher collected the technique of interview, observation and questionnaire (Sugiono, 2012).

III. HASIL PENELITIAN

1. The Result of Questioner

Researcher explained the result of the analysis of internal and external factors that cause students' anxiety in speaking English in internal factors research the research found that there were four factors of influencing students' anxiety in speaking English namely: Fear of making mistakes, shyness, and lack of self-confidence lack of motivation. Loading factors fear of mistake than its score was 68,88 %. Loading factors of shyness than its score was 67,77 %. Loading factor of self-confidence than its score was 73,88 %. Loading factor of lack of motivation score was 69,44. In other hand The researcher explained the result of the analysis of external factor that cause students' anxiety in speaking English the researcher found that were five factors influencing the students 'speaking anxiety in English classroom. There were five variables that have a strong correlation and had a big effect which could be the object of the research with external factors namely: embarrassment, limited vocabulary, grammatical error, Friend/classmate, lack of preparation. So that The loading embarrassment than its score was 60%. Loading factor

limited vocabulary than its score was 62,77%. Loading grammatical error than its score was 78,22%. Loading factor friend/classmate than it was 67,77%. Loading lack of preparation than its score was 73,88%. Above grammatical error was higher than all factors and it follow up lack of preparation, friend/classmate, Limited vocabulary and the last Embarrassment.

2. The Result of Interview

Interviews were conducted with the English teacher and also the interview was conducted during break time with a relaxed and non-formal situation, obviously wanted to made a sure that the researcher could gain a lots information and told everything as well as the researcher hope could get the real answers. The researcher have done deep interview and the result was student in XI Ipa 1 got anxiety. Base on Interview The teacher claim that was true many students still had anxiety at all and need attention from all of stake holder at school.

3. Result of Observation

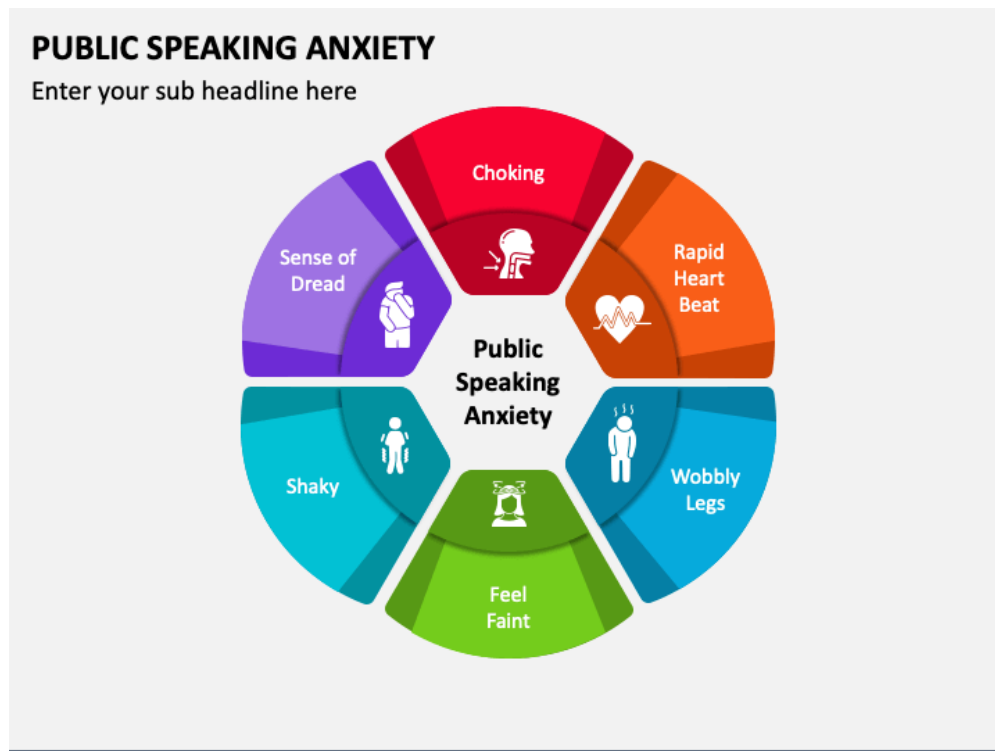
The researcher have done classroom observation and the result of observation was many students got anxiety specially lack of confidence it could be prove by their expression and body movement the researcher could claimed that's all because when the teacher asked to the student's presentation with their task to made a direct invitation as the result still stuck cause of anxiety and no one want to be the first to go in front of the class cause of anxiety so that anxiety still appeared in this class. Conclusion based on the results of the analysis, there are two factors influencing students' anxiety in speaking English those internal and external factors. Based on the results of the data of triangulasi and Loading internal factor of anxiety factor lack of self-confidence its score was 73,88%. And from all factor influencing students' anxiety in speaking English, factor lack of self-confidence that has the highest score from all of factors in speaking English classroom. This means lack of self-confidence the factor that most influence students' anxiety in speaking English. In other hand Loading factor external of anxiety that is grammatical error its score was 78,22%. And from all factor influencing students' anxiety in speaking English, factor grammatical error that has the highest score from all of factors in speaking English classroom. This means that grammatical error is a factor that most influence students' anxiety in speaking English especially in English classroom XI Ipa 1 in SMAS Dharma Patra P.Berandan.

Speaking anxiety as something that has a big influence on students' self-confidence because it often makes they experience failure when unable to speak and show what is known. This speak anxiety makes learners have low-confidence to perform in front or to other people, and because of that the learner cannot understanding teacher explanation well. Brown (1994) in Maulidiyah (2014:22) adds that it is related to the sensation of uneasiness, self-doubt, apprehension, or worry. When language learners become highly anxious, acquisition of a foreign language is not to be successful. Oxford (1999:66) in Maulidiyah (2014:24) indicated that anxiety damages language learners' achievement indirectly through worry and timorousness and directly by reducing participation and making explicit rejection of the language. Likewise, Arnold and Brown (1999) in Maulidiyah (2014:24) contended that anxiety has down-spiraling effects once it happens within the room, what they tacit may be a vicious circle occurring unceasingly between learners' negative feelings and undesirable performance. Similarly, Kondo and Yong

(2004) in Maulidiyah (2014:24) argued that foreign language anxiety might have a negative impact on learners' performance. Further, Gregersen (2005) in Maulidiyah (2014:24) maintained that anxious learners usually realize it troublesome to reply effectively to their own mistakes. The teacher should have strategies to reduce the students' anxiety. According to Kreshen (2003) in Sulastri & Ratnawati (2018:424) said that learning English as a distant learning involving mediacament factors like timorousness, worry of being wrong, lack of confidence, anxiety and different emotive factors have an effect on the power of one's language. Crookall & Oxford (1991) in Fujii (2016:10) it is necessary for each teacher and students to contemplate them selves as a partenrship and think about them tselves as making attempt along to beat the matter a hysteria, so neither would see the other as a supply or problem, and each might work along to cop with the common problem. Rather than simply giving recommendation on the way to improve English skills, teacher might have to be compelled to have carefull discussion with students regarding their existing issues related to their anxious feelings. Students' anxiety in speaking to perform in front of the class or with the teacher or another student may influence in some aspects, such as in language acquisition, or their ability in mastery the foreign language. From this assumption, this study concerns foreign language students anxiety of vocational high school students in first grade. The aims of this research are to find out what are the factors that make students feel anxious in learning English, what are the levels of students' anxiety in learning English, and what are the strategies that students do to reduce their anxiety. Related with anxiety of communicative apprehension, it was found the average of percentage of the whole statement. The statement of communicative apprehension includes number 1, 4, 14, 15, 18, 24, 27, 29, and 30. There are 73% of the students who have problem in communicative apprehension. In this case, they are getting worry for misunderstanding when communicate with their teacher. The students also often experience nervous and confused when they do conversation with native speaker and speak in front of language class. They also do not have self confident when practice speaking in language class. As stated by Horwitz, Horwitz, and Cope (1986), "*Having problem in listening or learning a spoken messages are manifestation of communication apprehension*". Worde (2003) also claims that incomprehension is the great factor which causes the students' anxiety. In other references, Iizuka (2007) explains that difficulty in understanding the teacher's words in speaking can lead to anxiety. The last type of anxiety by Horwitz, Horwitz, and Cope is fear of negative evaluation. The statement of fear of negative evaluation consists of number 5, 6, 7, 11, 13, 17, 23, 25, 26, 28 and 31. After counting the average of percentage in every statement in fear of negative evaluation, there are about 55% of the students who get anxiety which is caused by fear of negative evaluation. Due to factor of fear of negative evaluation, the students get anxiety because they are not ready to accept other people's evaluation when they are practicing speaking in the class. Even, they keep thinking that other students are better in language than themselves. Moreover, they are afraid being laughed by the other when they are speaking at class. As argued by Price (1991), "*Anxious students believed their language skill were weaker than any other students. Unsuccessful language learner often has lower self-esteem than successful language learner*". Marwan (2007) also elaborates that students who have less confidence are risky to get anxiety

Chaney and Burkey (1998: 13) also define speaking as the process building and sharing meaning through the use of verbal and non-verbal symbol in a variety of contexts. Indeed speaking is a process of exchanging words or information between an individual and more on certain context. According to Tarigan (1985), speaking is a skill of conveying word or sounds of articulation to express or to deliver ideas, opinion, and feeling. As a real

communication, speaking allows the interlocutor to accomplish a task, such as conveying a message, obtaining the information, or expressing an opinion (Bahrani and Soltani, 2012 p. 27)



Picture 1. Public Speaking Anxiety

Generally, speaking is a way to build a communication. It is used to share meaning through the use of words. Speaking is one of important aspects in human life process and also a crucial part of second language learning and teaching. It is a process that involves two or more people of sending and receiving message or information in oral communication to speak and express their ideas, feeling, and emotion to others. Therefore, speaking has received the greatest attention among both students and teachers. To sum up, speaking is the way we say things depending on the situation to send message which allow speaker to investigate their thoughts and feeling about a topic Nevertheless, speaking is also a tough skill to be mastered by EFL learners. According to Tanveer (2007, p.1) many EFL students express inability. Sometimes, even acknowledge the failure in speaking foreign language. Supported by Horwitz et al, these learner may be good in learning other skills, but they have 'mental block' while it comes to learn to speak foreign language (1986, p.125). A previous study on analyzing students' anxiety in speaking was conducted by Gopang in 2015..

IV. KESIMPULAN

This research involved undergraduated students at Lasbela University in Baluchistan. There were 15 female and 20 male students as the participants in this research. They were studying English as a major subject. In collecting data, this study used questionnaire which was designed by Woodrow in 2006. Every statement in questionnaire consisted of five points with likert scales. The result show that students experienced moderate speaking anxiety. They felt nervous and avoided speaking speaking. Other pervious study was

conducted by Mayangta in 2013. The research was about the students' speaking anxiety in an EFL classroom. This study was aimed to investigate students' speaking anxiety in EFL classroom. This study was addressed to second graders of Junior High School in Bandung. This study used two kinds of questionnaire. The first questionnaire was open-ended questionnaire (FLCAS) which was developed by Horwitz et al. (1986). The second questionnaire was open ended questionnaire made to obtain the sources of students speaking anxiety and their coping strategies. The result showed that most of students got anxious level of anxiety with no very relaxed students.

DAFTAR PUSTAKA

- Abda, edir. 2017. "Assessing the Factors That Affect Teaching Speaking Skills: The Case of Robe Teachers' College, English Department Second Year Students". *Bi-lingual Research Journal A Peer-Reviewed Bi-monthly Bi-lingual Research Journal*. Vol. 3(5):pages. 288.
- Hossain, Iqram. 2015. *Teaching Productive Skills of the Students: a Secondary Level Scenario*. The Thesis Published in Bangladesh BRAC University.
- Isnaeni, Nur. 2018. *An Analysis of Students' Speaking Anxiety Students of english Foreign Language (EFL) at The Fifth Semester English Department of UIN Raden Intan Lampung Academic Year of 2018/2019*. The Thesis Published In Lampung UIN Raden Intan Lampung University .
- Juliantina., Sitepu, R. D., Dardari,,mk S. R. 2021. "An Analysis Of Learning English Difficulty Of Writing Narrative Skills Using Online Media Of SMA Negri 4 Binjai Academic Year 2021/2022 During Covid-19 Period". *Journal Serunai Bahasa Inggris*. Vol. 6 (1): pages. 1.
- Sugiyono. 2012. *Metode Penelitian Pendidikan Pendekatan kuantitatif, kualitatif, dan R&D*. Bandung: Alfabeta Bandung.
- Wiley., son. 2012. "Positive Emotion, negative emotion or utility of Discrete Emotion". *Journal of behaviour*. Vol.33. (4): pages. 145.
- Yusuf, Syamsu. 2009. *Psikologi perkembangan anak & remaja*. Bandung: Remaja Rosdakarya.

Accepted Date	Revised Date	Decided Date	Accepted to Publish
24 Mei 2023	10 Juni 2023	20Juli 2023	Ya