

**AN ANALYSIS OF STUDENTS' ANXIETY FACTORS IN
SPEAKING AT EIGHTH GRADE STUDENTS OF MTS NEGERI
TANJUNGPINANG**

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ABSTRACT

The purpose of this research to determine the factors that cause students of class VIII.3 to be anxious when speaking English. This research was conducted at MTs Negeri Tanjungpinang in the 2018/2019 academic year. The researcher found several problems with the speaking ability of students in class VIII.3 that were still low and did not have enough confidence when speaking in English. The problem is influenced by two factors such as factors from students, and factors from teachers. This makes the researcher interested in conducting research. This research focuses on students' speaking anxiety based on anxiety characteristics and factors affecting anxious students. This type of research is qualitative research. Data collection is done by using observation, and interviews. The research subject in this research was students of class VIII.3, that amount was 24 students. Then the data obtained was analyzed using data reduction, data display, and conclusions/verification. The results showed that students who felt anxious when speaking English were caused by several factors. These factors are the lack of English vocabulary, it is difficult to pronounce English words, feel afraid of being wrong, and feel afraid of being assessed or get a negative evaluation from friends or from the teacher.

Key words: Students, Anxiety Factors, Analysis Speaking

INTRODUCTION

Speaking is one of the important parts in English skills that should be mastered by students besides reading, writing and listening. The function of speaking skill is to express an idea, someone feeling, though, and it expresses spontaneously by orally. Then, speaking is one of the language parts as communication of interaction with someone, and it is very difficult to master it.

According to Brown (2001), the aims of English learning are to enable students to participate in the short conversation, ask and answer questions, find the way to express the idea, and collect information from others. However, there are still a lot of factors that cause students to face difficulties in learning to speak in English. One of the factors is anxiety. Students' anxiety is a real problem that the majority of students face in learning English as a foreign language.

According to Horwitz (1986), some learners may claim to have a mental block against anxiety when they come to learn to speak a second or foreign language. It makes students have less confidence, stress, and nervousness that impede their learning process. The psychological factors should be identified early before reducing and controlling them to cope with the mental block.

Sometimes the students are confused about teaching material given by the teacher in the teaching and learning process but they feel worried if they should ask their teacher. They are embarrassed to say when they do not even understand what the teacher says about because they are nervous if they have to speak to the teacher while the other students in the class pay attention to that student. Thus, they choose to listen to the teacher quietly when the teacher explains the material.

METHODOLOGY

This research uses descriptive qualitative research. Seliger and Shohamy (1989) define descriptive research as a study which has the purpose to explain, specify, describe, and explore the occurred phenomenon without experimental manipulation. As argued by Ary (2006), “Qualitative research focuses on understanding social phenomena from the perspective of human participants in the study.” It can be implied that this study involves human to give a description of the event. In other words, Sugiyono (2010) defines qualitative research as a kind of category of study that is used to analyze the natural event.

In this study the researcher used two research instruments. More particularly, both instruments are explored as follows:

1. Observation

Bogdan (1972), this is the research method called observation, and one of the clearest basic definitions we have found of observation as a research method tells us that it is ‘research characterized by a prolonged period of intense social interaction between the researcher and the subjects, in the milieu of the latter, during which time data, in the form of field notes, are unobtrusively and systematically collected.

2. Interview

Denscombe (1998), interviews ‘involve a set of assumptions and understandings about the situation which are not normally associated with a casual conversation’.

FINDINGS

The researcher conducted observations and interviews on Thursday, May 16th, 2019 at 11.45 until 13.00 in the afternoon. The data were collected in the form of field notes, and interview transcriptions. The observations conducted in the English speaking performance at MTs Negeri Tanjungpinang. The researcher observed and took notes on some important points during the English speaking teaching and learning process. The researcher also conducted interviews with students in the academic year of 2019/2020.

Table 1 Factors of Students' Anxiety

Activities	Factors
Speaking activities: speaking in front of the class, being called by a teacher or waiting turn to speak, worried about grammatical mistake and worried about pronunciation.	<ul style="list-style-type: none">- Lack vocabularies,- lack of eye contact,- lose focuses,- lowering the voice,-refuse teachers instruction to practice,- speak too much fast and sweating.- nervous,- pretend to be busy by reading a book or writing a note

Ridiculed by others	<ul style="list-style-type: none"> - Lose focus, - nervous, - lowering the voice, embarrassed, - sweating or cold, - laughing to cover anxiousness, - lose self-confidence
When teacher delivered a lesson: incomprehensible input, teacher speak too much fast, fear of getting left behind.	<ul style="list-style-type: none"> - Carelessness, - lack of eye contact, chatting with peers, - confusing, - worried, - scared

Table 2 Factors of Students' Anxiety

Interviewee	Students Answers/ Factors of Students Anxiety
1 st interviewee	I have learned from elementary school until now, my experience in learning English is difficult and not easy to understand.
2 nd interviewee	I think learning English is difficult.
3 rd interviewee	The thing that caused me trouble was when I was nervous when I perform in front of the class, afraid to make mistakes, and feeling embarrassed.

4 th interviewee	The one who makes nervousness is being seen with friends, not confident and nervous.
5 th interviewee	The most influential in my opinion are friends and teachers.
6 th interviewee	Yes, I feel worried about the assumption of the teacher and friends, because I feel afraid of being ridiculed.
7 th interviewee	Fear of making mistakes, for example, if we make a mistake on my appearance. felt scared when scolded by the teacher who teaches.
8 th interviewee	In my opinion, the more inhibiting things when speaking are about pronunciation, vocabulary, and grammar.
9 th interviewee	When I was in a stressful situation, I was worried, and I was afraid of being blamed.
10 th interviewee	People's reactions to wrong appearances will surely laugh, mock, cheer, and make me feel annoyed than not confident.

DISCUSSION

Based on the description above, the researcher only takes several factors that possibly contribute to the students' anxiety in their English class. It also

indicated that those factors were not only come from the teacher but also the students. Based on the findings the factors that contribute to anxiety in speaking

The findings of this research showed that most of the students responded that they were very concerned about having to speak in front of the class. They frequently answered that they started to worry when their teacher asked them to practice their speaking in front of the class. While the other said that they started to scared when have to speak English. Moreover, some of the students confessed that they felt uneasy because all of the students pay attention to them. They fear of being negative evaluation by the teacher and friends which can expose their weakness.

While several others were likely to avoid their teacher by pretended to be busy writing a not or read a book. Some students refuse the teacher's instruction to practice their speaking skill in front of the class in an effort to avoid felt scared of being called to speak. It ever happened in the classroom. Similar result was found by Horwitz, Horwitz, and Cope (1986) revealed communication apprehension is defined as a feeling of shy as the impact of fear to communicate with other people. In this case, the students who have a problem with speaking in a group usually have difficulties in speaking in a foreign language class. The students have less control in the communicative situation. Thus, it influences their speaking performance.

However, other factors mentioned by the participants were also appeared to be generated by the teacher. There were students uncomfortable with teachers' personality. Similar result was found by Onwuegbuzie (1999) asserted that

instructors' belief that their role is to correct rather than to facilitate students when they make mistakes exacerbates second/foreign language anxiety in students. Young (1991), states that the problem for the students is not necessarily error correction but the manner of error correction when, how often, and most importantly, how errors are corrected. That is why teachers should know how to facilitate the students' learning process without neglecting students' characteristics.

Other factors they all thought that people in their classroom will laugh at if they make a mistake. There were students being laughed at by others. It came from the students when speaking English in front of the class. In this case, someone with trait anxiety experiences anxious every time. In another word, Ormrod (2011) clarified trait anxiety may appear even in a non-threatening situation. He continued that this kind of anxiety can be the character of a person. Certain beliefs were also found as a factor students' anxiety in speaking. Many of students felt that speaking English was a difficult subject. They often think that they just cannot speak correctly or understand it. In other words, they had less confidence.

Some of them answered that they felt overwhelmed by the language rules such as grammar, pronunciation. While several others admitted they had a problem with their vocabulary. They believed that in order to understand what was being said in English they must understand every word. Similar result was found by Gregersen (2005) argues that learners who feel anxious in their foreign language learning may find their study less enjoyable. In other words, Ormrod

(2011) also stated that anxiety can be defined as uneasiness and apprehensions feeling toward the uncertain outcome of a given condition. The lack of preparation was also factors to the students' anxiety in speaking. Few admitted that they usually get very anxious when they did not prepare enough for test or speaking practice. One blamed himself to get so much worried because he was less studying. Similar result was found by Horwitz, Horwitz, and Cope (1986) revealed commonly, the test anxiety appears when the students worry to fail in a test. The students who feel anxious in a test of foreign language class may get difficulty test and quizzes since the test. Even the students' who most prepared often make errors in the test.

CONCLUSION

The research was conducted by observations and interview for students to collect the data. Related to the research question in chapter I, the researcher concluded that the factors of students' anxiety in speaking at eighth grade students of MTs Negeri Tanjungpinang. Students' anxiety factors in speaking such as: The students afraid of making mistakes when they are speaking performance, the students less memorize the vocabularies, the students difficult to pronounce English words, the students feel nervous when they are suddenly told by the teacher to performance in front of the class, the students less confidence, the students feel worried about their performance, the students feel learning English is difficult, the students feel afraid of the reaction of people to mock and be blamed when they are making a mistake.

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