

## AN ANALYSIS STUDENTS' ANXIETY FACTORS IN SPEAKING ENGLISH AS FOREIGN LANGUAGE OF TENTH GRADE AT SMA N 2 BLORA

Adelia Nathasyach<sup>1)</sup>, Dr. Ima Isnaini T. R, M. Pd<sup>2)</sup>, Dr. Ahmad Kholiqul Amin, M. Pd<sup>3)</sup>.

<sup>1</sup>Fakultas Bahasa dan Seni, IKIP PGRI Bojonegoro  
email: [nathasyachadel@gmail.com](mailto:nathasyachadel@gmail.com)

<sup>2</sup>Fakultas Bahasa dan Seni, IKIP PGRI Bojonegoro  
email: [isnainiima@ikipgribojonegoro.ac.id](mailto:isnainiima@ikipgribojonegoro.ac.id)

<sup>3</sup>Fakultas Bahasa dan Seni, IKIP PGRI Bojonegoro  
email: [choliqamin@gmail.com](mailto:choliqamin@gmail.com)

### Abstract

*This study was to investigate factors of Speaking anxiety that influenced students when Speaking in English at the Tenth Grade of SMA N 2 Blora and Strategies were applied by students and teacher to reduce speaking anxiety in speaking English. This study used a qualitative research especially using descriptive approach. The research employing questionnaire and double interviews to collect data. The population was taken from X MIPA 2 that having 28 students and The writer used random sampling technique in taking the research sample with 6 students were chosen. Data analysis in this research was descriptive analysis, data reduction, data display, conclusion or verification. The result of the study showed that There were three kinds of students' anxiety in learning English at the Tenth Grade of SMA N 2 Blora, the possible factors that cause speaking anxiety to come into play are described and discussed in accordance with the central themes appearing from an examination of relevant literature. The central themes are namely: cognitive factors, affective factors, and performance factors. There were three strategies each one by one from students and teacher to help reducing speaking anxiety. While the strategies used by students are Practice, Self-Confidence, and Developing knowledge or skills. Teacher applied these strategies (Role play, Presentation, and Group work).*

**Keyword:** Anxiety Factors, Speaking, English as Foreign Language (EFL)

### Abstrak

*Penelitian ini untuk mengetahui faktor-faktor kecemasan berbicara yang mempengaruhi siswa ketika berbicara dalam bahasa Inggris di kelas sepuluh SMA N 2 Blora dan Strategi yang diterapkan oleh siswa dan guru untuk mengurangi kecemasan berbicara dalam berbicara bahasa Inggris. Penelitian ini menggunakan penelitian kualitatif terutama menggunakan deskriptif. Pendekatan. Penelitian ini menggunakan kuesioner dan wawancara ganda untuk mengumpulkan data. Populasi diambil dari X MIPA 2 yang berjumlah 28 siswa dan penulis menggunakan teknik random sampling dalam pengambilan sampel penelitian dengan jumlah 6 siswa yang dipilih. Analisis data dalam penelitian ini adalah analisis deskriptif, reduksi data, penyajian data, penarikan kesimpulan atau verifikasi. Hasil penelitian menunjukkan bahwa Ada tiga macam kecemasan siswa dalam belajar bahasa Inggris di kelas X SMA N 2 Blora, faktor-faktor yang mungkin menyebabkan kecemasan berbicara dijelaskan dan didiskusikan sesuai dengan tema sentral yang muncul dari pemeriksaan literatur yang relevan. Tema sentral adalah: faktor kognitif, faktor afektif, dan faktor kinerja. Ada tiga strategi masing-masing dari siswa dan guru untuk membantu mengurangi kecemasan berbicara. Sedangkan strategi yang digunakan siswa adalah Latihan, Percaya Diri, dan Mengembangkan pengetahuan atau keterampilan. Guru menerapkan strategi tersebut (Role play, Presentasi, dan Kerja Kelompok).*

**Kata kunci:** Anxiety Factors, Speaking, English as Foreign Language (EFL)

### INTRODUCTION

English as a foreign language plays an important role in our daily life, including

meetings, international business, trade and daily interaction at the international level. Moreover, in Indonesia English as a foreign

language has a hard time to learn and teach for students especially in school because they only taught by their teacher in short time of meetings. Putri (2020) argued that in order to learn English, one needs to possess mastering four skills, including listening, speaking, reading, and writing. For many cases, Students said that speaking become one of the most difficult skills. So, it means mastery of speaking skills is a priority for second language and language learners foreign, with the ability to speak in English, thus we can know and easily get some needed information.

Students studying English as a foreign language (EFL) usually have limited opportunities to speak English outside of the classroom. According to Sari & Lestari (2019) that language learners, in particular English students, might find it challenging especially for students who does not possess proficiency in speaking may have difficulty at vocabulary and how to use it correctly. Most speaking issues stem from: difficulty expressing ideas verbally (speaking), a limited vocabulary, inadequate language skills (grammar), difficulty pronouncing words, as well as a lack of courage to speak.

Based on the researcher's observations on January 27, 2022, it was found that SMA N 2 Blora has always been one of the top school in Blora. Meanwhile, during doing observation at SMA N 2 Blora, researcher found that teachers paid attention to what students needed in learning English. She presented the material to the students then asked them to answer the question with a clear explanation. The researcher chose the students of class tenth MIPA 2 which consisted of 28 students and the students in that class had difficulties when they learned to speak. Most students still have difficulty in expressing their opinions, feelings or experiences orally.

They really have problems with their speaking skills. Many students have an impact on how they learn and how their learning patterns differ from their classmates. Therefore, it is very important that students are made aware of their learning styles and that the learning process is more meaningful and effective. Some of them think if they make a mistake while practice with English so the teacher will be angry and their peers will judge them. So they prefer to be silent and sit passively, when some of them also believe that English is a difficult subject.

Majority of the students' level of anxiety to speak foreign language especially in English is high and also, they have problems with vocabulary mastery and lack of understanding of grammar, which makes it difficult for them to understand the material. Furthermore, Students do not have motivation in speaking English, it shows from their behavior during the lesson.

## **METHOD**

This research is designed to explore students' speaking anxiety factors using qualitative descriptive design. In this descriptive research will be held in the classroom. The focus of this research to find out anxiety factors which students feel afraid in speaking English at Tenth grade of MIPA 2 at SMA N 2 Blora. The students were instructed to respond to the prepared questionnaire. Students were asked to fill out a questionnaire to determine what factors contribute to their anxiety when speaking. Data is a component of research, meaning that without data there will be no research. In this research, the researcher will use simple random sampling. According to Sugiyono (2018) that simple random sampling is the taking of samples from the population which done randomly without regard to the strata that exist in the population. As stated by West (2016) random sampling or probability sampling is

a sampling technique that uses the rule of chance in the process of determining the sample. To be able to apply the probability rule in the process of determining the sample to make sample frame. Researcher will use tenth grade students of MIPA 2 at SMA N 2 Blora which consist with 28 students but only 6 students will be chosen as research subjects.

### FINDING AND RESULT

Based on the results of interviews and filling out Questionnaires conducted by students as subjects of a research, the researcher has obtained some data that can answer the research problem.

#### a) Anxiety factor questionnaire table results

- |                      |                   |
|----------------------|-------------------|
| 1: Strongly Disagree | 4: Agree          |
| 2: Disagree          | 5: Strongly Agree |
| 3: Neutral           |                   |

In table 1, it described the students' cognitive factor of anxiety questionnaire result. From that table above, the initial NK represented with the blue color then the orange for SD initial, DN is symbolized by purple then yellow color represented initial SF and the last two colors are red for initial SA and initial KA is green. All initials and colors described in Table 1 also applied to Table 2 and Table 3 in the following explanation.

Based on the results of the questionnaire attached to Table 1 above, it is explained that the majority of Lack of Vocabulary is the thing that causes them to be afraid when speaking English. In addition, Fluency and Large Audiences occupy the second position after Lack of Vocabulary on Cognitive Factor which causes them to experience fear when speaking English. The lowest position on the Cognitive Factor table above is Pronunciation because the majority of them chose Neutral for that choice.

Based on Table 2, it can be concluded that the Affective Factor in the Fear of being Laughed session is one of the factors that most influence students when they speak a foreign language, especially English. Furthermore, it can be seen in Table 2 that other factors that can cause

students' fear are Fear of Failure and Fear of Negative responses and the choice of tension as the lowest reason for students that affects their fear of speaking English. The results of the questionnaire attached to Table 3 state that the Communication Apprehension factor is one of the factors that the majority was chosen as the reason for the fear of students speaking English in front of many people, followed by the Time limitation which was the reason they were afraid to speak English in front of their class. Meanwhile, the environmental condition is the last factor chosen by students in the performance factors section.

#### b) Strategy to Overcome Anxiety Interview Results

At the implementation stage of the interview activities carried out to find out the strategies used by students to overcome their anxiety problems when speaking English and the teacher's strategies to help their students overcome anxiety problems when speaking English in teaching and learning activities in the classroom. With this in mind, the results of interviews with teachers and students will be briefly described below. First, the interview activity will be discussed with the teacher who teaches English in the class, teacher's strategies that are applied in the classroom during the teaching and learning process can be concluded that there are three strategies applied by the teacher to help reduce students' anxiety in speaking English, namely group work, presentations and role plays. For group work, this is applied to students to help students build self-confidence because when they do speaking in English if there are no friends to accompany them, they will feel more intimidated so they will have difficulty speaking English so they are given training like this first.

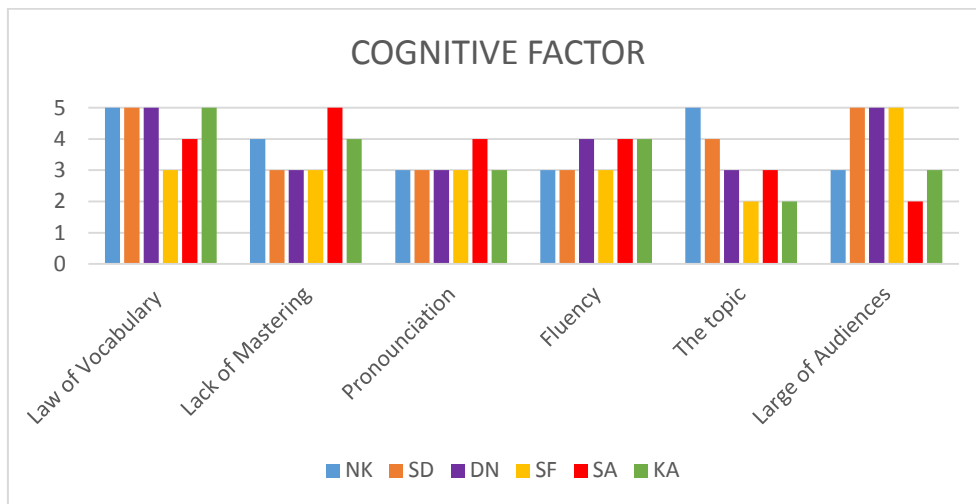
Furthermore, interviews were carried out for students to find out how their strategies were in dealing with English speaking anxiety which was caused by many factors such as low of vocabulary, fear of being laughed and Environmental Condition. In the interview activities carried out for 6

students. In the interview activities for students will be asked 4 questions and several questions discuss the strategies used by students in overcoming anxiety speaking in English. English and then some questions contain about what factors can make them anxious when speaking English in front of the class.

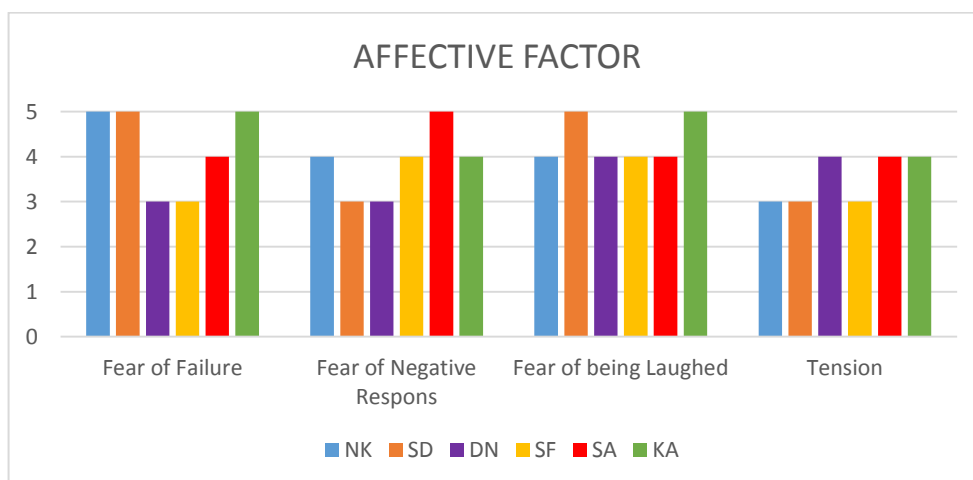
Based on the statement interview, I can see that students' responses to questions about what factors affect their anxiety when speaking English, the majority of students say that lack of vocabulary in English makes them afraid to start speaking in English, then the other dominating factor is

fear. to be laughed at when speaking English with other friends so that they will feel less confident in speaking activities and feel intimidated when they want to speak in English.

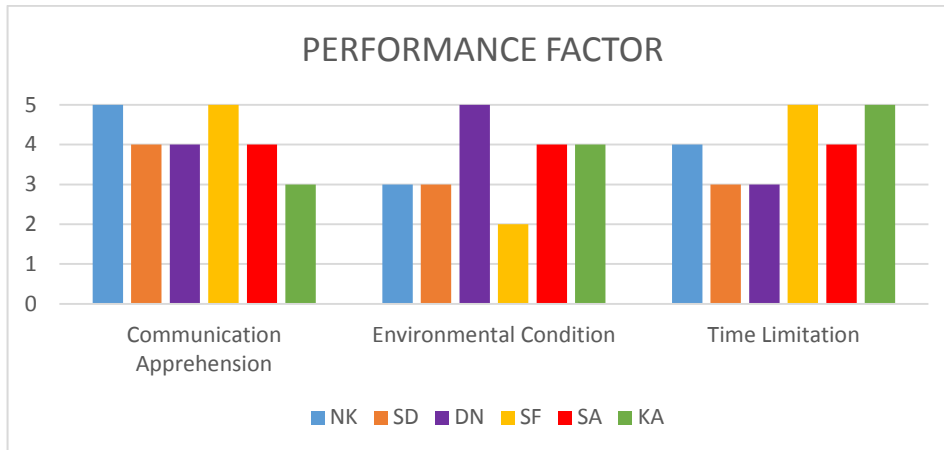
Based on students' responses to questions, it has the aim of questioning their best strategy to deal with their anxiety in speaking English is to do preparation and practice constantly every day with simple things such as vocabulary used in daily conversation, music and movies so that with these activities, they can build their confidence to speak English and not get bored of learning



**Table 1 The Cognitive Factor Questionnaire results**



**Table 2 The Affective Factor Questionnaire result**



**Table 3 Performance Factor Questionnaire results**

**CONCLUSION**

Based on the findings and discussions at previous chapter is concluded that this study focuses on the phenomenon of speaking anxiety which takes place among first year students of SMAN 2 Blora. The analysis of this research works with the data from filling questionnaire and interview activity as closed ended result. The data gathered are analyzed in order to answer the two research questions of this study. On this chapter, the conclusion presents a brief explanation about the results of the three research questions.

Firstly, based on the questionnaire that gave to students for knowing their anxiety factors in speaking English from cognitive factors, affective factors and performance factors. We can make conclusion that lack of vocabulary, fear of being laughed and Communication Apprehension are factors that influenced the students most with average all of them choose those aspects with number 4 as agree choice and 5 as strongly agree with those aspects. There were three factors caused the students' anxiety in learning English at the Tenth Grade of Senior High School 2 Blora based on Tsai (2012) theory, they are communication apprehension, where the students could not speak English because they have weak experience about English

and they are not always practice English, limited vocabulary, where the students feel anxiety because they do not understand and good enough to have many vocabularies that they have learnt so far and fear of being laughed, where the students afraid if the teacher and their friends will laugh if the students make mistake when speaking English in front of them.

Secondly, from interview activity with students to find out what the best strategies they will use to help themselves reducing speaking anxiety in front of many people. Based on Interview activity we can make conclusion that self-confidence, Practice and developing your speaking knowledge and skills. Mazidah (2017) conclude that there are six strategies that can be used by students to reduce the anxiety and fear of negative evaluation in speaking performance, there are: confidence to speak in English, practice in daily and expand your knowledge in speaking skill.

Lastly, based on final activity interviewing teacher to get to know about what teacher strategies that can help students reducing their speaking anxiety factors when it comes to speak in English. From the Interview results the writer can conclude that teacher using three strategies to help them and these are strategies that teacher applied on their teaching daily role-

play, presentation and group work. Kartika (2019) conclude that the strategies were divided into two categories which consist of: creating safe learning environment (Role-Play) and involving students in classroom activity (presentation and group work). The study showed that creating safe learning environment was often used by the majority of the participants to help students to overcome speaking anxiety. Those strategies were implemented by showing positive attitude and showing the students that their study process was also assessed not only the result. The least used strategy was using students to make students feel relaxed.

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