

# STUDENTS' ANXIETY IN LEARNING SPEAKING ENGLISH

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## Abstract

This study investigates the speaking anxiety experience by grade 8 of MTs Pandan Ngraho Junior High School in English Class. The study aims to answer the research question "factors to the students believe to contribute to their anxiety in learning English". Twenty three students in class 8 to participants to survey using Foreign Language Classroom Anxiety Scale Questionair development by Horwish et. al. (1986). The result of this study shows that anxiety in speaking English experienced by almost all the students. By using qualitative research get the data from Questionnaire and observation. Based on the The observation was done to get direct and actual information about FLCAS found out to be same of the factors that appeared to students speaking anxiety. questionnaire, negative self presntation and low self perception and low self esteem, fear of being of talking risks, preparation and peers opinion were students' anxiety in speaking. As what Silverman (1993) said, the observation is aimed to get to know firshanf information about social processes in a naturally accouring context. According to the depth obseravation, the researcher found that the ability of the students of MTs Pandan Ngraho was in low level. Most of the students cannot be able to speak by using English, although in very simple phrase or sentences. There are only a few students who have good skill in English especially in English speaking. The researcher concludes that the students have problems in tems of learning English speaking. To know the students' problems in learning English speaking, the researcher used depth observation and also questionnaire. Low of vocabulary mastering, limited of grammar knowledge and pronunciation, hands feel cool, nervousness, sweaty, my hand trembled, chest pounding, breath faster, the mind isn't focused," problems in learning English speaking.

Key world: speaking, anxiety, factors of speaking anxiety in learning

## INTRODUCTION

Language anxiety as a spesific aspect of language aquisation has occupied a gread body of research for the past few decades. In this

study, the level of foreign language anxiety among English language learners was investigated.

Unfortunately, in the case of foreign language learning, students'

emotional tend to be more discouraging rather than encouraging. One of the emotional state that make such process become difficult is anxiety. Emotional state such as anxiety can distract students in the learning speaking process. Feeling of tension, worry, and nervousness will impede students' ability to perform successfully in a foreign language classroom. "Most language research shows negative relationship between anxiety and performance."

This study investigated the anxiety levels of ability groups streaming by their perceived ability. It also dealt with the investigation of possible factors which provoked the students anxiety and finding out ways of possible minimizing anxiety levels. Anxiety approach the first problem by conducting survey study and the second and the third ones by the case study of two sample students. The results of the data collection showed that both groups, average and above average students felt anxious when they had speaking class. The result of the case study stated of the factors like examination, individual presentation, spontaneous activity and limited

availability of time were of to be the source of the students anxiety.

According to Ladouce (1991) speaking is described as a activity as the ability to express oneself in the situation, or the activity to report acts, or situation in precise world or to ability to converse or to express a sequence of ideas fluently. Furthermore, Tarigan (1990: 8) said that "*Berbicara adalah cara untuk berkomunikasi yang berpengaruh hidup kita sehari-hari*" it means that speaking as the way of communication influence our individual life strongly.

Anxiety is one of the most well documented psychological phenomenon. In general anxiety appears from human body as a response to a particular situation. Commonly anxiety can be identified as a feeling of being threatened, apprehension, tension, or worry.

There are several definition of anxiety which are found by the writer. According to Carlson and Buskist, anxiety is a sense of apprehension or doom that is accompanied by certain physiological reaction, such as hands feel cool, nervousness, sweaty, my hand trembled, chest pounding, breath faster, the mind isn't focused. Furthermore,

anxiety arises as a response to a particular situation. Passer and Smith define anxiety as a state of tension and apprehension as a natural response to perceived threat. It means that people are naturally felt anxious when they are threatened. While according to Omrod anxiety is a feeling of uneasiness and apprehension concerning a situation with an uncertain outcome.

Broadly speaking, anxiety can be divided into three types, Ellis (1994: 479-480) namely: *trait anxiety, state anxiety and situation-specific anxiety*. Drawing on work in general psychology defines:

Trait anxiety is a more permanent predisposition to be anxious. It is best viewed as an aspect of personality. In addition, Pappamihel (2002, cited in Riasati, 2011: 908) states that trait anxiety is the tendency of a person to be nervous or feel anxious irrespective of the situation he/she is exposed to. State anxiety is a apprehension that is experienced at the particular moment in time as a response to a definite situation (Spielberger, 1983). It is a combination of trait and situation-specific anxiety. To follow Horwitz (1986) state anxiety is referred to a situational anxiety. This includes state anxiety nervousness,

and the mind isn't focused. Refers to the persistent and multi-faceted nature of some anxieties (MacIntyre & Gardner, 1991a: cited in 2001: 113). It is aroused by a specific type of situation or event such as public speaking, examinations, or class participation (Ellis, 1994: 480). On the other hand, (Spielberger, 1983) says that situation specific anxiety is defined as an individual tendency to be anxious in a particular time and situation. This includes specific-situation anxiety there are sweaty, my hand trembled, chest pounding, breath faster.

According to Brown, Foreign Language Anxiety is "a feeling of intimidation and inadequacy over the prospect of learning a foreign language". "In addition, according to Gardner Macintyre, as cited in Oxford, it is fear or apprehension occurring when a learner is doing the questionnaire". Furthermore, Horwitz, and Cope. Proposed conceptual foundations of foreign language anxiety.

Communication Apprehension is a type of shyness characterized by fear of or anxiety about communication with people. According to McCroskey J.C., as cited in Jason S. Wrench, communication apprehension is an individual's fear or anxiety associated with either real or anticipated

communication with another person or persons. Communication apprehension plays large role in foreign language anxiety since interpersonal interaction are major emphasis in foreign language class.

Learning anxiety can be attributed into several factors. (Horwitz, 1986) argues that in the context of foreign language learning, learner may feel anxious due to problem related to three dimension of anxiety. Firstly, communication apprehension Secondly, fear of negative evaluation Thirdly, a general feeling of anxiety The description of these components will lay the foundation for the concept of foreign language anxiety, providing an insight to comprehend the source of anxiety.

## **METHOD**

A qualitative method was considered to be an appropriate strategy for the current study, as it allows researcher to understand “the meaning” of the situation/ conditional (Maxwell, 1996). Description of how students experience speaking anxiety, the source of such an experience, and students coping strategies toward speaking anxiety was suited to be explored by this method. It offers a deep insight to the phenomenon and valuable information that provides a way to see

the issue from the view of the subject (Alwasihah, 2008). This method is also considered to appropriate because this can “make sense” to the students perceptions about the phenomenon, thus, hopefully it can influence their behavior toward their speaking anxiety and language learning process as well (Maxwell, 1996:17).

This study employed the qualitative research method with case study approach. Qualitative method was chosen because the study aims at providing an insight into the case of language anxiety in the case of language anxiety in the 8<sup>th</sup> grade of MTs Pandan Ngraho, specifically anxiety in learning speaking English. According to Fraenkel and Wallen, case study is a qualitative study approach that studies a single individual, group or important example to formulate interpretations to the specific case or to provide useful generalization.

The setting of the study was MTs Pandan Ngraho. It is a junior secondary school which located Jl.H. Mustofa No. 23 Pandan, Ngraho, Kabupaten Bojonegoro. The school established in 2010 and has been operated since 2013. There are 6 classes registered from grade VII until IX. English taught as compulsory subject.

The observation was done to get direct and actual information about students' anxiety in speaking. Moreover it was carried out to find out to students participation and responses in speaking activity. In this case, when they did not actively reach or give response in the activity, it might indicate that they encountered some anxiety to speak in terms of time, this speaking activity done for 60 minutes.

## **CONCLUSION AND DISCUSSION**

While other studies of foreign language anxiety focus on either both college or high school level, this present study focus on on junior secondary school level and shows clear and convincing evidence of causes of students anxiety in speaking learning English. According to the students, there are various factors that may contribute to their anxiety. There are at least six factors which are found in this study, there are: speaking in front of the class, being laughed at by others, incomprehensible input, teacher, students beliefs, lack of preparation. The sources of these factors are not only from the teacher but also from the students. Moreover, those factors were discussed in this study, which depended our understanding of foreign language anxiety.

The experiences of the students provide a great deal of information about students anxiety in speaking learning English. They offer insights on what may contribute to their anxiety as well as what teacher can do to reduce that anxiety. In other words students can provide valuable information about their insights to create a more relaxing environment.

Based on the result of the study, there are number of suggestion can be made to reduce anxiety in speaking English class. First, the teacher should be aware of foreign language anxiety. This study indicated that teachers awareness of students anxiety is insufficient. Therefore, it is necessary to raise teacher in treating the students properly.

As for the students, they need to get involved to reduce speaking anxiety in classroom. Students, should respect each other in order to create a friendly environment. They should help a lower level students when have a difficulty instead of ridiculed them. This would make them feel comfortable with each other. In addition, anxious students should realize that mistakes are a natural part of language learning. Therefore it should not discourage them in learning English.

Finally, due to the limitation of this study, further investigation is necessary to explore the students anxiety in

speaking learning English. Future similar studies with larger population or different group of students will be useful to give a better understanding of the issue of foreign language anxiety. In addition, this study indicated that classroom activities or method are also important component in making students feel

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anxious or not. This issue, is not specifically addressed in this presents study. Therefore, further investigations about certain approaches or methods that can help reduce anxiety in speaking learning english.

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