

STUDENTS' ANXIETY IN SPEAKING ENGLISH AT SIXTH GRADE ICP OF SDI LUQMAN AL-HAKIM BOJONEGORO

YuliaDwi Puspitasari¹, Ima IsnainiTaufiqur Rohmah², Ayu Fitriarningsih³

^{1,2,3} English Education Department, IKIP PGRI Bojonegoro

email: yuliadwipuspitasari12@gmail.com

email : Rimataufiq83@gmail.com

email : ayu_fitriarningsih@ikipgribojonegoro.ac.id

Abstract

Anxiety can interfere with students' learning processes, especially in their speaking skills. This situation occurs due to various factors, one of which is that students lack confidence to speak in front of people. This prevents students from achieving goals in learning. Therefore, this study aims to find the factors causing anxiety and the effective strategies to overcome it. This research uses a qualitative approach with a descriptive method, while this type of research is a case study. Research data collection was done through interviews and questionnaires. The data were analyzed using interactive model analysis techniques which included data reduction, data display, and conclusions. Based on the results of interviews and questionnaires, it could be concluded that: 1) the anxiety factors in speaking English were from cognitive factors, affective factors, performance factors, and physical factors. 2) the strategies used by students such as preparation, relaxation, positive thinking, and peer seeking. The anxiety factor can be felt by every student in their performance. Each student has different factors that can cause anxiety. In the other hand, students are expected to be able to find strategies to overcome their anxiety, so that it can help them to get success in speaking English.

Keywords: anxiety, SDI Luqman Al-hakim, speaking English.

Abstrak

Kecemasan dapat mengganggu proses belajar siswa, terutama dalam keterampilan berbicara mereka. Keadaan ini terjadi karena berbagai faktor, salah satunya adalah siswa kurang percaya diri untuk berbicara di depan orang. Hal ini menghalangi siswa untuk mencapai tujuan dalam belajar. Oleh karena itu, penelitian ini bertujuan untuk menemukan faktor-faktor penyebab kecemasan dan strategi yang efektif untuk mengatasi kecemasan tersebut. Penelitian ini menggunakan pendekatan kualitatif dengan metode deskriptif, sedangkan jenis penelitian ini adalah studi kasus. Pengumpulan data penelitian dilakukan melalui interview dan kuesioner. Data di analisis menggunakan teknik analisis model interaktif yang meliputi reduksi data, tampilan data, dan penarikan kesimpulan. Berdasarkan hasil dari wawancara dan kuesioner, dapat disimpulkan bahwa: 1) factor kecemasan dalam berbicara bahasa Inggris berasal dari factor kognitif, factor afektif, factor penampilan, dan factor fisik. 2) strategi yang digunakan siswa seperti persiapan, relaksasi, berpikir positif, mencari rekan, dan pengunduran diri. Faktor kecemasan dapat dirasakan oleh setiap siswa dalam kinerjanya. Setiap siswa memiliki faktor yang berbeda-beda yang dapat menimbulkan kecemasannya. Di sisi lain, siswa diharapkan mampu menemukan strategi untuk mengatasi kecemasannya, sehingga dapat membantu mereka untuk mendapatkan kesuksesan dalam berbicara bahasa Inggris.

Kata kunci : kecemasan, SDI Luqman Al-hakim, berbicara Bahasa Inggris.

INTRODUCTION

English is used as foreign language in Indonesia and it must be learnt by students to easily gain knowledges from other countries. English is really a foreign language in Indonesia (Setiyadi, 2006). It means that in Indonesia, English is just learnt at school as a compulsory subject. Students seldom use English in the society, because they usually use a language based on their mother tongue.

Being able to speak English is important. The psychological condition of each student is different, some students can speak confidently in front of the class while others cannot. One of the problems students face is that whenever they try to speak English, they feel insecure. They also feel afraid when showing their English skills in front of people. This problem also occurs in the sixth grade ICP students of SDI Luqman Al-hakim Bojonegoro. Students are actually required to use English during the learning process, but many of them still lack confidence.

Based on the background of the study, the researcher states that the research problems of this study are:

- 1) What factors cause the anxiety in speaking English at sixth grade ICP students of SDI Luqman Al-hakim?
- 2) What strategies do students use to overcome the anxiety in speaking English at sixth grade ICP students of SDI Luqman Al-hakim?

Speaking English means the ability to use English as a foreign language to talk about something, have conversation, mention or describe something. According to Harmer (2007:284), speaking is how to deliver the expressive communication involving knowledge of language feature and a way to get information and language. There are three functions of speaking. They are talks as interaction, talk transaction, and talks performance (Richards, 2008).

Speaking is the language skill that triggers the most anxiety in foreign languages in learning situations. Some students experience anxiety in speaking English. Anxiety can be defined as uneasiness and apprehensions feeling toward uncertain outcome of a given condition (Ormrod, 2011). Anxious students will have difficulty following the lesson. They may learn less and also may not be able to demonstrate what they have learned.

Student anxiety is the anxiety felt by students in class while learning English. Students are people who attend educational institutions. Learners are members of society who try to develop themselves through the learning process available at certain paths, levels, and types of education. (National Education System No. 20 year 2003 section 1 law 4). Students may experience an anxiety reaction that interferes with their ability to speak English confidently in class.

There are two types of the most wellknown anxiety. First is state anxiety. State anxiety refers to anxiety that occurs in a specific situation and usually has a clean trigger (Thomas, 2009). It is a feeling that felt by the people only when they face a specific situation in a short time. The second is trait anxiety. Trait anxiety is pattern of responding with anxiety even in nonthreatening situations, such anxiety is a part of a person's character (Ormrod, 2009). People with trait anxiety tend to worry more than most people and feel inappropriately threatened by several things in the environment.

Anxiety is a general symptom that can rooted in previous failure, being afraid to ankle mistakes to be citizen, being afraid to lose face, or lacking of self-confidence. This can be blocking students speaking performance in classroom or outside classroom. There are several signs of

anxiety that showed by anxiety symptoms involve in our body, mind, and behavior (Dixon, 2011).

The feeling of anxiety in English Foreign Language interrupt the desire to develop speaking skill, because of speaking skill cannot be separated with presentation performance, we need to speak to communicate and convey any knowledges. Speaking is the skill most affected by foreign language anxiety, because speaking in a foreign language is often sensed as a threat to people' self-concept, self-identity, and ego which they have formed in their first language as reasonable and intelligent individuals and the inability to present oneself according to one's self-image can set a learner into the cycle of negative self-evaluation as language and the self are intimately bound (Horwitz, 2010).

Asnur (2010) divides anxiety factors in speaking English, namely internal factors and external factors. Internal factors such as (1) fear of failure, (2) fear of criticism, (3) conflictingemotion, (4) negative experiences, (5) fear of losing the thread of material, and (6) negative thinking. While external factors consist of (1) environmental condition, (2) failing to practice, and (3) physical factor. In addition, there are also some sources that support the anxiety factor in speaking English. Such as, cognitive factors, affective factors, and performance factors.

Cognitive factors consist of topic, interlocutor, and processing demand. Other sources of foreign language speaking anxiety are derived from affective factors. Affective factors belong to the feelings and personality of the learners, such as fear of failure, stressful, uncomfortable feeling, having shy feeling, having helpless personality, and feeling embarrassed. One finding that is relevant came from Alsowat (2016) and Mouhoubi (2017) who found that one source of anxiety shared by

students in the classroom was fear of failure to speak English to teachers as they worried over the teacher's negative reactions.

The remaining source which leads students to be burdened in speaking English is performance factor. One factor that supports foreign language anxiety in the classroom is communication apprehension. People with communication apprehension typically have trouble to speak with others and may experience great fear in every communication. Furthermore, time pressure is also categorized to affect students speaking anxiety. The study by Tuan and Mai (2015) found performance condition including time pressure can be the factor that affects one's speaking performance. In other words, time limitation can cause the students to perform less than optimally.

Each student has different anxiety factors, but some are the same. Students who already know the factors that cause anxiety, they try to find the right strategy to reduce the anxiety they experience. Kondo, dkk. (2004) states that there are five strategies that can use by students for reducing their anxiety to perform in front of class, namely: preparation, relaxation, positive thinking, peer seeking and resignation.

This study aims to describe the factors that cause students' anxiety in sixth grade ICP students and find effective strategies to overcome their anxiety in speaking English. This research is also expected to theoretically be able to enrich and expand the reader's knowledge about the factors of anxiety and how to overcome it, especially in the context of education. In the other hand, this research can help the learning process becomes easier and effective.

As for the students, this research is expected to help students find out the factors that cause them to feel anxious and how to overcome their anxiety, so that they

can use the strategies in their own performance and explore their creativity to overcome it. And for teachers, this research can be used as a reference to reduce students' speaking anxiety and practice the effective strategies in students' actual speaking performance. Not only that, this research can be used as a reference for the same research with different subjects and or in different places.

RESEARCH METHOD

This research was conducted at SD Integral Luqman Hakim Bojonegoro. A qualitative approach with descriptive method was used in this case study. The data were collected through interviews and questionnaires. The informants in this study were 6 students of class 6 ICP at this school. Meanwhile, the data analysis technique used interactive analysis methods which included data reduction, data display, and drawing conclusions

FINDINGS AND DISCUSSION

The anxiety factors faced by students in speaking English

In this study, the researcher found the anxiety factors faced by the 6th grade ICP students which supported by questionnaire and interview data. There are 4 factors that caused students' speaking anxiety. The first factor is the cognitive factor which consists of low of vocabulary, lack of mastering grammar, pronunciation, fluency, topic, and large audiences. The second factor is affective factors such as fear of failure, fear of negative responses, fear of being laughed, and tension. The next factor is performance factor which consists of communication apprehension, environmental condition, and time limitation. The last is physical factor. This factor consists of voice level, physical limitation, and unhealthy feeling.

Based on the data analysis, it was found the cognitive factor of the students' anxiety. There are six points in this factor. Among of them is low of vocabulary, lack of mastering grammar, pronunciation, and fluency which some of the participants agree that it can make them getting anxiety in their speaking. The fifth factor of cognitive factor is about topic or getting unfamiliar topic, two out of six participants agreed that it could cause their anxiety. The last factor is interlocutor. Most of participants agreed that this factor could make them feeling anxiety, it related with what Raja (2017) found that the size of the audience also played a major role on students' performance. Audience size has a strong impact on a student's performance and level of nervousness as the students feel that it will be difficult to handle the audience interest, especially when it is a very big audience.

The second anxiety factor is affective factor followed by fear of failure, fear of negative responses, fear of being laughed, and tension. All students agreed that fear of being laughed is the cause of students' anxiety. They were afraid if they could not be able to speak in front of audiences or they made a mistake, they would be laughed by all the audiences. In other hand, fear of failure and negative responses also caused their anxiety feeling, which consistent with Alsowat (2016) and Mouhoubi (2017) who found that one source of anxiety shared by students in the classroom was fear of failure to speak English to teachers as they worried over the teacher's negative reactions. In the other side, some learners experience intense feelings of apprehension, tension, and even fear, when they know they are going to be evaluated, particularly for an English performance.

The next sources which lead students was to be burdened them about

speaking English were performance factors. There are three points in this factor, they are about communication apprehension, environmental condition, and time limitation. According to Horwitz (2010) found that speaking is the skill most affected by foreign language anxiety. One factor that supports foreign language anxiety in the classroom is communication apprehension. People with communication apprehension typically have trouble to speak with others and may experience great fear in every communication. Based on the questionnaire and interview result of this factor, most of respondents agreed that communication apprehension becomes the factor that cause anxiety. While environmental condition and time limitation have the same result where three out of six respondents agree that both of them cause speaking anxiety.

The last is about physical factor. This factor consists of voice level, physical limitation, and unhealthy feeling. Most of students agreed that voice level is one of the anxiety factors they felt. One more important thing while communicating is the level of voice that must be clear and audible to audience. A good voice can be strong point for being an effective speaker, although it's a natural gift but one can improve by skillful training and practice. The next factor that causes the students anxiety is unhealthy feeling and physical limitation. One of respondents agree that those can cause their anxiety. It is line with Asnur (2010), unhealthy feeling of bad condition of speaker's healthy will also make them anxious.

The Strategy of Overcoming Anxiety in Speaking English

The researcher used the theory of Kondo (2004) to determine the strategies students used in overcoming their anxiety in speaking English. The first strategy is

preparation. In this strategy students try to control themselves by improving their learning strategies. There are several points that arise regarding the use of the preparation strategy. Based on the results of the questionnaire and interview, the points used by students in this strategy were to obtain a good summary from their teacher. Related to Kondo (2004), students who are diligent in learning and trying to get a summary are expected to increase estimates of subject matter mastery subjectively, and reduce anxiety associated with language classes.

The second strategy is relaxation. In this strategy students try to relax their bodies by doing something like taking a deep breath and trying to calm down. Tseng (2012) assumes that the more relaxed a person is, the more anxiety is lost. Sit comfortably and upright in a classroom chair. Before or during class, take a deepbreath, hold them for four or five seconds and release slowly. Exercise converts nerve energy into positive energy through relaxing breaths.

The next strategy is positive thinking followed by imagine giving a great performance, try to enjoy the tension, realize that make a mistake is an integral part of language learning process, and think that everything will be well. Students are expected to be able to shift attention from stressful situations to positive and pleasant cues, and to provide relief when feeling anxious. It is important to think positively, to realize that everyone makes language learning mistakes and making mistakes is an integral part of the language learning process. In this strategy, most students agree that thinking everything will be well can reduce their anxiety.

The fourth strategy is peer seeking. This strategy distinguished by students' willingness to look for other students who seem to have trouble understanding the

class and controlling their anxiety. This is in line with Kondo (2004) who believes that for the anxious student, the realization that others are having the same problem may serve as a source of emotional regulation by social comparison. Most students agree that realizing that they are not alone in facing difficulties can reduce their anxiety. They will feel calm knowing that they are not alone, and that they are able to work through their anxiety together.

CONCLUSION

Appearing to speak English in front of other students, teachers, and groups of people is an integral part of the student experience. However, speaking English in front of public can annoy or even frighten some students. The anxiety factors faced by students in speaking English in grade 6 ICP SDI Luqman Al-Hakim for the 2020/2021 academic year, each student has different factors that cause their anxiety in speaking English. There are several sources of anxiety, namely: 1) cognitive factors (low vocabulary, lack of mastering grammar, pronunciation, fluency, topics, and large audiences), 2) affective factors (fear of failure, fear of negative responses, fear of being laughed, and tension), 3) performance factors (communication apprehension, environmental condition, and time limitation), 4) physical factors (voice level, physical limitation, and unhealthy feeling).

The strategies used by sixth grade ICP SDI Luqman Al-Hakim students for the 2020/2021 academic year, most of the students have similarities in using strategies to overcome anxiety in speaking English. The strategies used by students include: 1) preparation (obtain good summaries, study hard, and improve speaking skill), 2) relaxation (take a deep breath, try to

The final strategy is resignation. It is characterized by students' reluctance to do anything to reduce their language anxiety. Resignation appears to be intended to minimize the impact of anxiety by refusing to confront problems. Based on the results of questionnaires and interviews, all students rejected this strategy. They disagree because they know if they do it, they will get bad results.

calm down, and pray or read sholawat), 3) positive thinking (think that everything will be well, imagine giving a great performance, try to enjoy the tension, and realize that make a mistakes is integral part of language learning process), 4) peer seeking (realize that we're not alone in facing difficulties, learn with other friends, and ask for help to someone who is more capable than us).

REFERENCES

- Alsowat, H. H. (2016). *Foreign language anxiety in higher education: A practical framework for reducing FLA*. European Scientific Journal, 12(7), 193-220.
- Asnur, Sardian Maharani, (2010). *The Anxiety of Students in Business English Intership Report Presentation at BusinessEnglish Study Program of Language and Literature Faculty of State University of Makassar*. Unpublished Thesis. Makassar: PPsUNM.
- Dixon, Terry. (2011). *Understanding Anxiety Problem*. Help-for. Pg. 15

- Harmer, Jeremy. (2007). *The Practice of English Language Teaching*, (Great Britain: Pearson. Education Limited, 2001), 3rd Ed, p. 271
- Horwitz, E. K. (2010). *Research timeline. Foreign and second language anxiety*. *Language Teaching*, 43, pp. 154-167.
- Kondo, David Shinji and Ying-Ling, Yang. *Strategies for Coping with Language Anxiety: The case students of English in Japan*. *ELT Journal* Volume 58/3 Juli 2004. 2004.
- Mouhoubi-Messadh, C. (2017). *Reflection on hidden voices in EFL Classroom: the "anxious" learner and the "caring" teacher*. *PEOPLE: International Journal of Social Sciences*, 3(3), 14-25.
- Omrod, J.E. (2011). *Educational Psychology: Developing Learner*. Boston: Pearson Education.
- Raja, F. (2017). *Anxiety level in students of public speaking: Causes and remedies*. *Journal of education and Educational Development*, 4(1), 94-110.
- Richards, Jack C, *Teaching Listening and Speaking*, (New York: Cambridge University Press, 2008), p.21.
- Setiyadi, Ag.Bambang, *Teaching English as a Foreign Language*, (Yogyakarta: Graha Ilmu, 2006), p.32
- Thomas J. Huberty, *Anxiety and Depression in Children and Adolescents*, (New York: Springer Science, 2009) p.31
- Tseng, Shu-Feng, (2012), *The Factors Cause Language Anxiety for ESL/EFL Learners in Learning Speaking*. *Cheng Shiu University. WHAMPOA – An Interdisciplinary Journal* 63(2012)75- 90
- Tuan, N. H., & Mai, T. N. (2015). *Factors affecting students' speaking performance at Le Thanh Hien High School*. *Asin Journal of Educational Research*, 3(2), 8-23.