

**STUDENTS' ANXIETY IN SPEAKING
(A Case Study at SMP N 5 Langsa)**

SKRIPSI

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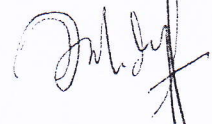
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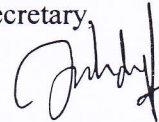
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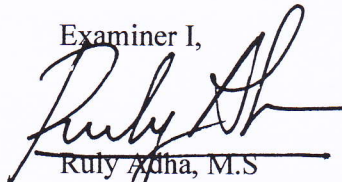
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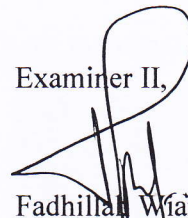
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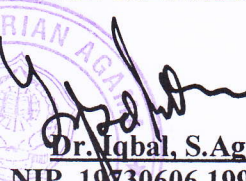


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Menyatakan dengan sebenarnya bahwa skripsi yang ditulis dengan judul “**Students’ Anxiety in Speaking (A Case Study at SMP N 5 Langsa)**” untuk memperoleh gelar Sarjana Pendidikan merupakan hasil karya saya sendiri.

Apabila di kemudian hari terbukti atau dapat dibuktikan bahwa skripsi ini adalah hasil jiplakan, maka saya bersedia menerima segala sanksi yang diberikan atas perbuatan saya tersebut.

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ABSTRACT

Anita. 2020. Students' Anxiety in Speaking (A Case Study at SMP N 5 Langsa).
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Supervisor (1). Shafrida Wati, (2). Zahratul Idami

This study discussed the anxiety of students in speaking at SMP N 5 Langsa. The purpose of this research was to find out factors that caused anxieties in learning the skills. The research design was a qualitative case method and the subject was the third-grade students of SMPN 5 Langsa. The instruments were observation and interview. The result indicated that students have some anxieties in English such as low self-perception, fear of making mistakes, formal classroom environment and presentation in the classroom, and the mental state of students obstructs or disturbs the concentration in speaking English. Moreover, they felt unconfident in speaking, unable to speak English spontaneously before doing a preparation, students had a lack of motivation, passive in learning speaking and feeling over-sensitivity to threats of fear.

Keywords : *Speaking skill and Anxiety*

CHAPTER I

INTRODUCTION

A. Background of Study

One of the skills in a language is speaking. Speaking is an activity of interaction, communicating, or issuing opinions or words that people want to say. Speaking is also a way to give and receive information. By speaking, people do not mean solely uttering words through the mouth. It simply conveys the message through word of mouth. Speaking becomes one of the most important things that people should have because by speaking other people will understand what we mean and what we desire. Unfortunately, this skill is also neglected in the classroom. Lai-Mei Leong¹ notes that speaking skill is often ignored in some teachers' classes. The students do not get an opportunity either in the classroom or outside to speak English. The teacher can adapt to the same natural way. She can give them certain structures and ask them to repeat. This will remove their shyness. She can give those drills in the basic patterns of language. Asking short questions and the use of short dialogues in the classroom can also develop this skill.

The student will be better and remarkable to throw up their opinion of study when they can get the goals of speaking skill. Speaking contributes to the learners not only that they know how to produce the specific point of languages such as grammar, pronunciation, or vocabulary but also they should understand when, why,

¹Lai-Mei Leong & Seyedeh Masoumeh Ahmadi, *An Analysis of Factors Influencing Learners' English Speaking Skill*, (*International Journal of Research in English Education*, 2006), 35

and what ways to produce language. It means that speaking has contributions for the learners as follows helps the learners to use the element of languages like grammar, pronunciation, or vocabulary correctly, and understand the situation, ways, and time to send an acceptable language. Speaking activity starts from junior high school until university. Every student has each language that has been spoken. Speaking skill is so important to express idea. Unluckily, not everyone has a good speaking skill. There are several causes of inhibition in speaking skills. One of them is anxiety. Syifaul Lathifah² explains the result of her research that both the Pakistani and Indonesian students have anxiety towards English language learning. The students stated that learning English is great for them, but they hesitated to speak in English. Anxiety is a feeling that is generally where a person feels fear or loss of self-confidence that is not clear in origin or form³. It is a feeling of worry or nervousness when someone does something. Anxiety is a kind of weakness that makes students unable to do their competence. Anxiety makes suffers uncomfortable doing an activity. Anxiety can occur when speaking in a public, new different situation, even when using language so that someone becomes anxious.

Linguists' anxiety affirm that language change in language anxiety is not only focused on grammar and its use but is more focused on social problems and even the global turbulence of language anxiety itself⁴. Language anxiety in speaking skill may mean an experience that leads to the negative building of emotion and low self-

²Syifaul Lathifah, *Affective Issues in Speaking Faced by English and Accounting Department Students*, 2015, Thesis Unpublished. 18

³Wiramihardja Sutardjo, *Pengantar Psikologi Abnormal* (Bandung: RefikaAditama, 2005), 66

⁴Tim William Machan, *Language Anxiety Conflict and Change in the History of English* (New York: Oxford University Press Inc, 2009), 19

esteem as well as negative self-confidence by the learner at the time of speaking in a target language⁵. In this situation, the learners will experience mental block, since anxiety was considered to be a bad feeling in the learner's mind. Without a balanced mental state, language learners feel disturb and uneasy and may not willing to speak. When this became a habit, it may due to the development of their communication competence. Language speaking anxiety is undoubtedly related to the learners' confidence, attitudes, motivation or even emotion and feeling. Language anxiety also often occurs when the speaker is required to use a foreign language or second language.

Foreign language anxiety is distinct from general anxiety although it seems to be related to the latter in the way that the anxious foreign language learners in some specific situations, they feel nervousness, tension, and apprehension⁶. It is a situation of doubt, uneasiness, and awkward acquaintance in using a second language or foreign language. These feelings can come from any second language context related to productive speaking and writing skills or receptive reading and listening skills. Foreign language anxiety is a manifestation of what psychologists describe as a characteristic anxiety reaction. Some individuals are more likely to experience anxiety than others and may feel anxious in various situations. However foreign language anxiety is situation-specific and therefore can also affect individuals who are not anxious in other situations.

⁵Deyuan He, *Foreign Language Learning Anxiety in China Theories and Applications in English Language Teaching*(Gateway East, Singapore: Springer NaturePte Ltd, 2018), 3

⁶Deyuan He, *Foreign Language Learning Anxiety in China Theories...* 4

The anxiety which is experienced when speaking is more often than the anxiety which is experienced when speaking the first language. The reason why anxiety in speaking more often experience when speaking a second language than in foreign language communication, a speaker has to use suitable lexis, has to construct a logical syntactic structure, has to organize and link the ideas to explain comprehensible what speaker thinks, needs, or feels to use a good accent. Therefore students will spontaneously show their behaviors. For instance, some anxious learners show limited facial activity and gestures like smiling or eyebrow movements, less eye contact with the teacher, and being more strict. Also, they might seem too closed to talk with their pose.

This condition makes anxiety in English language performance or speaking skills important to be investigated. Anxiety is a kind of weakness that makes students unable to perform their competence. They know what they have to say but they cannot show it because of anxiety. It is also experienced by students at SMP N 5 Langsa. Based on preliminary research when researcher conducted *PPL* at SMP N 5 Langsa, The researcher found that students show anxious gesture when a teacher asked them to speak in front of the class. They refused when they were asked to speak out of shame and felt unable to do it. Students became passive when the teacher asked them to speak English. Therefore, the problem should be identified to get several solutions to encourage students' self-confidence and competence. The researcher noticed that the phenomenon happened in the English speaking class. Speaking is believed as a skill that most frequently evokes anxiety among the students. Anxiety in speaking English is one of the highest problems in speaking

class. Thus the goals of the study still fails on attainment in the school. The students cannot develop their ideas and opinions about many things especially for education. Moreover, attainment of English skills has been a requirement for future generation in global rivalry. Many people have trouble with their job not because of lack of skill or opportunity, but because of poor speaking skills. This makes the researcher interested in conducting this research. The researcher wants to know what is the contributing factor that faced by students in speaking in the classroom. Based on the explanation, the researcher conducted a research entitled "*Students' Anxiety in Speaking (A Case Study at SMP N 5 Langsa)*".

B. Problem of Study

Based on the background above, the problem of this research can be formulated as follows:

1. What were the factors that made students at SMP N 5 Langsa anxious in speaking English?
2. What were the types of anxiety faced by students when doing the process of speaking?

C. Purposes of Study

The purposes of the study were as follow :

1. To describe the factors that made students at SMP N 5 Langsa anxious in speaking English.

2. To elaborate the types of anxiety faced by the students when doing the process of speaking.

D. Significance of Study

Theoretically, this study was expected to provide information and enrich insight into speaking anxiety. Practically, this study was expected to be source of information for teachers and lectures to know and understand students' anxiety in speaking and then they can improve their creativity in the teaching process. It was expected to give an interpretation for the students to make progress. The result of this study can give reference for other researchers for the future study. The researchers were also expected to be more ready to be an educator in the future.

CHAPTER II

REVIEW OF LITERATURE

A. Speaking

1. Definition of Speaking

Speech skills in language teaching, especially English, there are four skill languages to which the teacher is concerned: listening, speaking, reading, and writing. The four language skills are divided into receptive (reading and listening) abilities and productive skills (speaking and writing). Speaking is a productive aural skill and consists of generating a systematic verbal utterance to convey meaning. In other words, speaking is a skill that can build up a person's thoughts and expressed opinions through a language. It is clarified that from a communicative point of view, speaking has many different aspects including two main categories - accuracy, involving the use of vocabulary, the correct grammar and pronunciation is practiced through controlled and guided activities and smoothness is regarded as the ability to keep going when speaking spontaneously.⁷

Speaking is the ability of processing information that is accepted and responded with language verbal. This ability is often interpreted as oral communication skills, where the speaker expresses himself through spoken words.⁸ Speaking is an activity that also involves a cultural background of a target language that is spoken to get meaningful interaction not merely opening mouth and say words and sentences.⁹

⁷Cagri Tugrul Mart, *Developing Speaking Skills through Reading*, International Journal of English Linguistics, Vol. 2, No. 6, 2012, 91.

⁸DewaAyu and PutuAyu, *Pengaruh Anxiety dalam Speaking Activities* Jurnal Bakti Saraswati Vol. 05 No. 02, 2016, 124

⁹Ariyanti, *Psychological Factors Affecting EFL Students' Speaking Performance*, Asian Tefl Vol. 1 No.1, 2016, 77

Nation and Newton explain Speaking as a part of work or academic study may engage in presenting reports or presenting a perspective on a specific matter.¹⁰ So, speaking can be illustrated as the basic foremost talent to be studied in a foreign language and as a significant interaction among learners.

2. Function of Speaking

The function of speaking is to deliver messages or ideas of formal and sustained transactional and interpersonal conversation in daily life from the speaker to listener. Richard said, Brown and Yule, made a helpful dissimilarity between the interactional functions of speaking, in which it serves to establish and maintain social relations, and the transactional functions, which focus on the exchange of information. It can use an expanded three-part version of Brown and Yule's framework they are talks as interaction, talk transaction, and talk performance.¹¹

1) Talk as interaction

Talk as interaction refers to what we usually mean by "conversation" and describe interactions that serve generally social functions. When two people meet each other, they greet each other, engage in small talk that they always act every day, and then they will build a comfort zone and friendliness from the interaction. The focus is more on the speakers and how they wish to present themselves to each other than on the message.

2) Talk as transaction

¹⁰I.S.P. Nation and J. Newton, *Teaching ESL/EFL: Listening and Speaking*, (New York: Routledge, 2009), 122

¹¹Jack C Richards, *Teaching Listening and Speaking*, (New York: Cambridge University Press, 2008), 21

Talk as transaction refers to situations where the focus is on what is said or done. The central focus of this function is the message and making oneself understood clearly and accurately is rather than the participants and how they interact socially with each other. Burns distinguishes between two different types of talk as a transaction. The first kind includes a condition where the focus is on giving and receiving information and where the participants focus basically on what is said or attain (e.g., asking someone for directions). Correctness may not be the main concern, as long as the information is successfully communicated or understood. The second type is transactions that focus on obtaining goods or services, such as ordering food in a restaurant or checking into a hotel.

3) Talk as performance

The last type of talk that can usefully be distinguished has been called talk as performance. This refers to the public talk, that is, talk that transmits information before an audience. Likewise, it is often evaluated according to its effectiveness or impact on the listener, something that is unlikely to happen with talk as interaction or transaction. Such as morning talks, public announcements, and speeches from the description above, it can be concluded that the function of speaking has much logic, they are talking as performance refers to public talk. The whole of the functions of speaking is related to guide the people in a speaking activity.¹²

¹² Jack C Richards, *Teaching Listening and Speaking....* 27

B. Anxiety

1. Definition of Anxiety

Anxiety is term as an emotion of being panicky or worried, often as a result afraid of a possible future event. Generally, anxiety can be recognized as a feeling of being hesitant, threatened, pressure or tension. In common anxiety appears from the human body as a reaction to a particular condition.

According to Maina et al, anxiety is the fear of failure in certain situations and then being tried, ridiculed, or criticized by others. For this cause, the person will often avoid contact in social situations they fear¹³. As a result, the feelings of fear in themselves will result in them being reluctant to be in social situations such as talking. Then they will prefer to be quiet so that the possibility of possibility such as being laughed at or criticized will not happen.

Furthermore, anxiety is placed among the outcome, negative, activating emotions. In other words, when an individual focuses, a negative emotion that may occur is anxiety.¹⁴ For example on the results of her or his pronunciation, learning and evaluating it negatively. This results in a subjective evaluation of muscle tension, thereby limiting the speaker's articulation potential because the speech organ that is supposed to be flexible for clear pronunciation becomes tense which in turn considers the pronunciation worse than expected.

Meanwhile, Mehtap Bekhan said Hilgard, Atkinson, & Atkinson affirm Anxiety is seen as a psychological construction, usually illustrated by psychologists who are

¹³G. Maina, M. Mauri, A. Rossi, Anxiety and Depression, *Journal of Psychopathology*, 2016, 238

¹⁴Magdalena Szyszka, *Pronunciation Learning Strategies and Language Anxiety*, (Springer International Publishing, 2017), 52

only indirectly associated with an object as a state of fear, vague fear.¹⁵ While anxiety is seen as a psychological construct, it is also known by a lot of researcher that anxiety negatively pressure language learning and it has been established to be one of the most considerable areas in all of education and psychology. From the above definition, it can be concluded that anxiety is a psychological construction in response to a particular situation or something that might occur in the future as feeling threatened, worried, tense, and worried.

2. Types of Anxiety

Generally, anxiety is classified into two kinds: state anxiety and trait anxiety. Deyuan said this distinction, first put forward by Cattell and Scheier(1960), was firmly established by Spielberger, Gorsuch, and Lushene (1970) with the development of a reliable measurement scale, the State-Trait Anxiety Inventory.

1) State anxiety

State anxiety can be defined as an immediate, subjective emotional state, related to the arousal reaction of the autonomic nervous system in response to certain stimulus such as feelings of conscious tension, fear, nervousness, and worry for example when someone gives a speech or takes an exam.¹⁶ It means that state anxiety is an anxious reaction or feeling that felt by the people only when they face in a short time and a specific situation.

2) Trait anxiety

Trait anxiety is a relatively stable tendency to become anxious in a broad spectrum of situations that are considered threatening or dangerous. Students who

¹⁵Mehtap Bekhan, *A Study of Exploration of the Factors which Cause Language Anxiety for EFL/ESL Learners in Speaking a Target Language*, 2009, Dissertation Unpublished. 8

¹⁶Deyuan He, *Foreign Language Learning Anxiety in China Theories...* 14-15

experience greater anxiety intensity when learning language than those who have low anxiety characteristics are students with high trait anxiety tend to be more anxious. In short, "it should be so stressed that state anxiety is a reaction, and natural anxiety represents a tendency to react anxiously"¹⁷. People with trait anxiety tend to worry more than most people and feel inappropriately threatened by several things in the environment.

Nevertheless, in certain cases, anxiety becomes long-lasting and continuous. This type of anxiety is called trait anxiety. Based on the duration, intensity, and situation, anxiety can be divided into two types: state anxiety, nervous and nervous feelings as a reaction to a particular situation, and trait anxiety: stronger anxiety that depends on the individual's situation regardless of the situation.

3. Characteristics of Anxiety

Thomas explained the characteristics or symptoms of anxiety classified as cognitive characteristics, behavioral characteristics and physiological characteristics as follow:

Table
The characteristic of anxiety¹⁸

Cognitive	Behavioral	Physiological
<ul style="list-style-type: none"> • Concentration problems 	<ul style="list-style-type: none"> • Motor restlessness 	<ul style="list-style-type: none"> • Tics
<ul style="list-style-type: none"> • Memory problems 	<ul style="list-style-type: none"> • Fidgety 	<ul style="list-style-type: none"> • Recurrent, localized pain

¹⁷ Deyuan He, *Foreign Language Learning Anxiety in China Theories...* 15

¹⁸Thomas J. Huberty, *Anxiety and Depression in Children and Adolescents*, (New York: Springer Science, 2009),32

• Attention problems	• Task avoidance	• Rapid heart rate
• Oversensitivity	• Rapid speech	• Flushing of the skin
• Problem-solving difficulties	• Erratic behavior	• Perspiration
• Worry	• Irritability	• Headaches
• Cognitive dysfunctions	• Withdrawal	• Muscle tension
• Distortions	• Perfectionism	• Sleeping problems
• Deficiencies	• Lack of participation	• Nausea
• Attributional-style problem	• Failing to complete tasks	• Vomiting
	• Seeking easy tasks	• Enuresis

Source: Huberty (2008)

Concisely, people who feel anxious can experience emotional, cognitive, psychological, and behavioral symptoms. The three aspects of cognitive, behavioral, and physiological are interrelated when a person feels anxiety. The first table column shows characteristics of cognitive aspects when feeling anxious, then people's concentration can be disturbed, even able to eliminate their concentration and focus on something. When cognitive aspects show a loss of concentration, the behavioral aspect feels the impact of anxiety is characterized by anxiety or discomfort. Then when cognitive and behavioral aspects have shown the effects of anxiety, the

physiological aspects at the level of organs and systems of the human body will feel nervous to be confused.

4. Factors of Anxiety

1) Self-perception

Self-perception is the source that caused by the negative perception of themselves. That is because of language difficulties (lack of vocabulary, worry about structure and speaking English correctly), concern about others' perception, low self-confidence, lack of motivation, and lack of communication. According to Deyuan that self-efficacy and confidence in speaking English are strongly correlated with the foreign language anxiety of students.¹⁹

2) Social Environment

Environment and limited to the target language is it appears because the speakers' environment does not support using their ESL/EFL. They have limited exposure to target language and judgment from other people. In short, it is a lack of opportunity and the opposite person to speak or practice English.

3) Cultural Differences

Cultural differences are the anxiety caused by cultural differences so other cultures may not understand what talk about. Actually, students feel like speaking English because they think that other students from different cultures might not understand what they said. Shortly, the anxiety factor speaking, in this case, is a different accent.

4) Social Status

¹⁹ Deyuan He, *Foreign Language Learning Anxiety in China Theories...* 34

Social status is the anxiety source appears because the speakers think that the higher status is more understand about ESL/EFL than them. The social status of the speaker and the interlocutor, a sense of power relations between them, and gender could also be important factors in causing language anxiety for foreign language learners.²⁰

5) Gender

Gender is the anxiety source that appears because the speakers feel anxious when they speak ESL/EFL to the opposite sex. That is because each gender has a different topic to discuss and different perceptions about the opposite gender. Based on the results of the Fakhri study, one may also conclude that affective factors seem to play a more important role in women's performance than men. These findings reveal a stronger relationship between foreign language anxiety and women while this relationship is much weaker for men.²¹ So it can be concluded that gender has a role in influencing speaking anxiety.

6) The formal classroom environment

The formal classroom environment is the speaker feels anxious when they are formal classroom environment. They think in the classroom their mistakes will be noticed. That is because they are monitored by the lecturer and the formal characteristic of the lecturer. In this factor, students feel very eager to speak a foreign language when they are in an evaluative situation or when monitored by teachers and friends. There are several reasons why a formal classroom environment is a factor in speaking anxiety. The students feel anxious to speak English in class because they

²⁰Rio Herwanto, *Factors that Cause Language Anxiety in the English Classroom Speaking Performance in Smp Negeri 4 Pakem Yogyakarta*, 2013, Thesis Unpublished. 3

²¹Fakhri Mesri, *The Relationship between Gender..* 153

feel monitored by the lecturer. In addition, some characters are also factors in speaking anxiety.

7) Presentation in the classroom

Presentation in the classroom that is because they are become the center of attention, afraid of question from other learners and they do not prepare the material. Presentation in the classroom is the anxiety that appears when the speakers in front of the classroom because their friends take notice of their appearance. In Nur Lina's research, she emphasized that presentation in the classroom was one of the problems for some students because of their lack of self-confidence. Thus, speaking anxiety has a significant effect on students' speaking performance, especially in presentations.²²

8) Fear of making mistakes

Fear of making mistakes is the anxiety source appears because the speaker feels afraid to make mistakes when they speak ESL. That is because they do not master the material, lack of vocabulary and pronunciations. In Lynda's research, he said that this fear was related to the problem of negative correction and evaluation. Beside that, this is influenced by students' fear of being laughed at by other students or criticized by the teacher.²³ This feeling can hamper students' willingness to participate in speaking assignments.

²²Nur Lina, *Speaking Anxiety in the Presentation of EFL Students*, 2018, Thesis Unpublished. 4

²³Lynda Madaci, *The Effect of Fear of Negative Evaluation on EFL Learners' Oral Performance*, 2018, Dissertation Unpublished. 23

C. Previous Study

Several previous studies have examined anxiety in speaking faced by EFL students (Foreign English Language). For example, Fakhri²⁴ conducted a research entitled “*The Relationship between Gender and Iranian EFL Learners’ Foreign Language Classroom Anxiety (FLCA)*”. This study attempted to investigate the relationship between EFL learners’ Foreign Language Classroom Anxiety (FLCA) with regard to gender. The results showed there was a significant relationship between FLCA and women. Women were more likely to experience FLCA. Female EFL learners suffer from language anxiety which is aroused by factors fear of negative evaluation consist of negative judgments by others, leaving unfavorable impressions on others, making verbal or spelling mistakes, and disapproval by others. The fear of negative evaluation is a strong source of foreign language anxiety.

Riffat²⁵ et al conducted a research entitled “*An Investigation of Foreign Language Classroom Anxiety and Its Relationship With Students Achievement*” This study examined anxiety in an English undergraduate class concerning the types of situations that trigger anxiety during various stages of the learning process and the relationship of anxiety to student achievement. The results of the study indicated that anxiety and language achievement are negatively interrelated. It was also found that male students were more anxious in learning English as a foreign language than female students. Speaking in front of others is considered as the biggest cause of

²⁴Fakhri Mesri, *The Relationship between Gender and Iranian EFL Learners’ Foreign Language Classroom Anxiety (FLCA)*, International Journal of Academic Research in Business and Social Sciences, Vol. 2, No. 6, 2012, 147

²⁵Riffat Musarrat and others, eds. *An Investigation of Foreign Language Classroom Anxiety and Its Relationship With Students Achievement*, Journal of College Teaching & Learning, Volume 7, Number 11, 2010, 33

anxiety followed by worries about grammatical errors, pronunciation and unable to speak spontaneously.

The result of another study described by Nur Isnaini²⁶ about “*An Analysis Of Students’ Speaking Anxiety Students Of English Foreign Language (Efl) At The Fifth Semester English Department Of Uin Raden Intan Lampung*”. This study investigated about factors and kinds of anxieties the students have in speaking at the fifth semester of English Department. The results of this research showed some conclusion of students’ speaking anxiety; first, the students felt self-prediction toward fear, irrational faith, over-sensitivity toward the threat, the sensitivity of anxiety, wrong attribution body signal, low self-efficacy. Second, unconfident to speak English, fear to make mistakes when speaking, anxious when a teacher asked to speak up, and shy to perform in front of the class.

In this current research, the researcher examines anxiety faced by junior high school students. The researcher used two research questions. The first question investigated the factors that make students anxious when speaking. The second question, the researcher described the anxieties the students faced during the speaking process. The researcher used Qualitative approach for this research.

²⁶Nur Isnaini, *An Analysis Of Students’ Speaking Anxiety Students Of English Foreign Language (Efl) At The Fifth Semester English Department Of Uin Raden Intan Lampung*, 2018, Thesis Unpublished. ii

CHAPTER III

RESEARCH METHOD

A. Research Design

This study was a qualitative research method with a case study approach. The qualitative method was chosen because the purpose of this study was to provide insight into cases of language anxiety especially in speaking English. According to Elvinaro, a case study is a type of approach in research that examines one case in-depth, in detail, and comprehensively. Case studies can be carried out on individuals or groups on social and psychology as well as analysis psychologists.²⁷ Therefore, the case study approach allowed the researcher to study particular students to understand the case of language anxiety.

B. Time and Research Setting

This research conducted at SMP N 5 Langsa. It is located on Jln. Ahmad Yani Gang Pusri Gampong Teungoh Kota Langsa. This research was conducted in July 2020 precisely starting from 14 July to 28 July 2020.

C. Subject of Research

The subject of the research was the ninth grade students (IX-3) of SMPN 5 Langsa that consist of 25 students.

D. Technique of Collecting Data

To collect the data, the researcher used observation and interview. Researcher used observation to find out factors that make students anxious in speaking English.

²⁷Elvinaro Ardianto, *Metodologi Penelitian untuk Public Relations Kuantitatif dan Kualitatif*, (Bandung: Simbiosis Rekatama Media, 2011), 64

Meanwhile, interview was used by researcher to find out the types of anxiety faced by students during the speaking process.

1. Observation

Observation is a data collection method that uses direct or indirect surveillance. It is conducted by monitoring and recording various biological and psychological processes directly or indirectly that appear on the subject of research. There are five types of observation ; Participant observation, non-participant observation, systematic observation, non-systematic observation and experimental observation²⁸.

Participant observation is surveillance where observer takes part in the life of the research subject. Non-participant observation is surveillance where observer do not takes part in the life of the research subject. Systematic observation, if the observer uses the guidelines as an observation instrument. Non-Systematic observation, if the observer do not uses the guidelines as an observation instrument. Experimental observation is made by setting the object of research into a certain condition or situation.

In this study, the researcher used a non-systematic observation. The using of non-systematic observation aims to prevent the researcher from limiting the framework to be observed. Researcher can observe and record all of student movements. The observation aims to find out the factors that make students anxious in speaking. The result of observation is to answer the first research question.

2. Interview

²⁸ Rianto, *Metodologi Penelitian Sosial dan Hukum*, (Jakarta: Granit, 2010), 96

An interview is a meeting between two or more people to exchange information and ideas through question and answer, so that meaning can be constructed in a particular topic. Sugiyono mentions several types of interviews ; structured, semi-structured and unstructured interviews²⁹.

a. Structured Interviews

Structured interview is used as a data collection technique, if the researcher is certain about what information will be obtained. Therefore in the process interview, the interviewer had prepared a research instrument in the form of written questions for which alternative answers had been prepared.

b. Semi-Structured Interview

This type of interview is included in the in-depth interview category, which in practice is more flexible compared to structured interviews. The purpose of this type of interview is to find out problems more openly, where the informants are asked for their opinions and their ideas. In conducting an interview, the researcher needs to listen and record what the informants say.

c. Unstructured Interviews

An unstructured interview is an independent interview where the researcher does not use an interview guide that has been structured in a complete and systematic manner for data collection. The guidelines uses only outline of the problem. In this study, the researcher used a semi-structured interview. The purpose is to allow students to express their opinions and their feeling freely and openly. It also will

²⁹Sugiyono, *Metode Penelitian pedidikan pendekatan kuantitatif, kualitatif, dan R&D.*(Bandung: ALFABETA, 2007), 412

make students more comfortable. In addition, the data obtained is stronger because this type of interview is conducted in depth. Each interview question aim to find out the students' explanation of their anxiety in speaking clearly and widely, and results of the interview generate data to answer the second research question.

E. Technique of Data Analysis

The researcher used an interactive model of analysis that consists of three steps as proposed by Miles and Huberman they are reduction of the data, display of the data, and conclusion drawing.³⁰ Those components of analysis are interrelated during the research process.

1. Data Reduction

Data reduction means summarizing, choosing the main topic, focusing on the important things. The researcher collected some important information related to the question of the type. According to Miles and Huberman, data reduction can be interpreted at the process of selection, simplification, and transformation of the data to the field notes. This activity involves synthesizing the information obtained from a source of data into a coherent description.

2. Data Display

The next component is analyzing the data. Data display means presenting the data in the form of a brief description, charts, and relationship between categories. The data also can be enriched with pictures, tables, charts, and diagrams. Presenting data that is often used in qualitative research is narrative. This technique is used in arranging information, description or narration in order to draw the conclusion. This

³⁰Matthew B. Miles and A. Micheal Huberman, *An Expanded Sourcebook Qualitative Data Analysis Second Edition* (London: SAGE Publication, 1994), 10-11

is intended to understand what happens, plan the next work based on what is understood.

3. Verification (drawing conclusion)

The last step is drawing conclusions or verification. Conclusion in qualitative research may be able to answer the formulation of the research problem. This stage shows the final result of the research. The conclusion is still tentative and it will be developed after research. Using the result of the finding, the researcher expects to be able to give clear descriptions.

CHAPTER IV

FINDING AND DISCUSSION

A. Finding

1. Result of Observation

The researcher carried out the observation in order to find out the factor of students' speaking anxiety. The researcher conducted the research on Tuesday, July 14th 2020 at 09.05 until 10.00 AM in the morning. In the process of the observation, the teacher reviewed previous lesson of speaking. Students were asked to tell or described their peers using English. When the teacher asked students to speak in front of the class, many students were silent. The class turned passive. The researcher saw many students were busy with their Indonesian language. They talked with their friends. The researcher saw that the students did not ready when they had to speak in front of the class.

Then the teacher called the students' name directly to speak and ask them to come in the front of the class. The researcher saw that students felt panic when her/his name called, and anxious when have to speak English in front of the class. When the students came to front of the class and started talking about their peers, the researcher looked at the students' speaking skills by their performance in front of the class. The researcher saw that students could not control their emotions. Students appeared panic and afraid by showing symptoms of anxiety, namely shortness of breath, repeatedly inhaling. This was in accordance with the

characteristics of anxiety according to Thomas, namely Rapid heart rate. That was the heart rate that beats faster than the normal state of an individual.

The students seemed unable to control their body movements. They repeatedly scratched their heads. Students also could not maintain a good standing position, they repeatedly moved around. Besides that, researcher saw the students felt shy to speak in front of the class. Students often covered their face with the book they were holding. It showed that they were shy. The researcher also saw that the students find difficulty to show their ability. It showed that students felt nervous and worry. They were breathing too often and always lowering their faces. The students did not brave to look audience.

Then the researcher saw the students were stammering in pronouncing sentences in English. Whenever students wanted to start saying a sentence in English they looked hesitant. They also showed fear when mispronouncing English words. This could be seen when students repeatedly say the same vocabulary and try to correct their pronunciation. Furthermore, the researcher found they were always confused when looking for vocabulary they wanted to say. Then when students wanted to say a sentence, they seemed panic about the grammar they had to use. They showed it by repeating the use of *to be* and verb several times, then between the order of adjectives and nouns, which words they had to say first. This made many students panic and lose focus in speaking.

Furthermore, the researcher also observed the conditions of the class, the students' response when other friends stood in front of the class and spoke in English. The researcher saw negative response shown by them. When the students

saw their friend tried to speak in front of the class, they laughed purposely. Even consciously distracting their friends who were speaking in front of the class. They consciously made fun of their friends who try to speak English. They felt funny when their friends speak English. Moreover, when students saw that their friends made mistake or confused in saying some words in English, they spontaneously laughed at their friends who were trying to speak in front of the class. Getting the unsupportive response, it obviously made the students felt embarrassed and anxious when they had to speak English.

2. Result of Interview

The researcher interviewed the ninth grade students who consisted of 25 people. The interview consisted of 6 questions. Here were the results of the interview.

a. Do you feel anxious or nervous in speaking English? Give your comment!

Student number 1,2,3,4,5,6,7,15 commented "Yes. Because I can not speak English." Meanwhile student number 8,13,18 commented "Yes. Because I do not understand when the teacher or friends speak English." Meanwhile student number 9,20,24,25 commented "Yes. Because I am confused. I do not know what to say." Meanwhile student number 10,14,19,22 commented "Yes. Because I feel difficult to pronounce English." Meanwhile student number 11,12,16,17,21,23 commented "Yes. Because I am nervous and shy."

b. What are the problems you faced in speaking? Give your comment!

Student number 1,2,3,4,5,6,7,9,13,14,15,18,19 gave the comment "I am not confident." Meanwhile student number 8,10,11,25 commented "I am weak in mastering vocabulary." Meanwhile student number 16,17,20,21,22,23,24 commented "I am embarrassed, I am afraid I make a mistake." Meanwhile student number 12 gave a comment "I do not understand the meaning of every word in English."

- c. What are the factors you feel anxious in speaking? Give your comment!

Student number 1,3,4,18,23 comment "I feel nervous when speaking in English or when the teacher pays attention to me." Meanwhile student number 2,9,12,16,17 commented "I do not understand grammar or tenses, maybe because I do not study." Meanwhile student number 5,8,10,11,13,19,20,24 gave a comment "I am afraid of being wrong and that is a shameful thing." Meanwhile student number 6,7,14,15,21,22,25 commented "I am nervous because I do not like English lesson because it is difficult."

- d. Do you often get chance to express your opinion in English in the classroom? Give your comment!

Student number 1,2 gave a comment "Rarely. I feel there are still many other people who are able to express opinions better than me." Meanwhile, student number 2,10 gave a comment "Rarely. Because I

feel prohibit from getting a chance." Meanwhile student number 3,4,8 gave a comment "Rarely. Because I am afraid of being laughed." Meanwhile, student number 6,21 gave a comment "Rarely. I feel that I am considered less able to express my opinion." Meanwhile, student number 7,9,16 gave a comment "Rarely. Because I am ashamed to issue opinion." Meanwhile, student number 11,18,22,24 commented "Often. Even though I get the opportunity, I still can not because I can not speak English spontaneously." Meanwhile, student number 3,17,23 gave a comment "Rarely. Because I am not confident when issuing opinions." Meanwhile, student number 14,20 gave a comment "Rarely. Because I feel stupid and other friends better smart." Meanwhile, student number 15,19,24,25 commented "Rarely. Because I can not speak in English maybe because I do not study."

- e. Does your accent affect your speaking? Give your comment!

Student number 1,2,6 commented "Yes. The accent I have will influence me when speaking English Because of that other people do not understand the point that I want to convey and that makes me anxious." Meanwhile, student number 3,7 commented "Yes. The accent I have will influence me when speaking English because of that." Meanwhile, student number 4,5,8,9,10,16,19,20,21,22 commented "No. Because I did not have a distinctive accent." Meanwhile, student number 11,12,13,14,15,17,18,23,24,25

commented "No. Accent will not affect my speaking style in English. Because I really can't speak English."

- f. Do you feel shy when you have to speak English? Give your comment!

Student number 1,2,3,4,5,6,7,8,9,10,12,14,15,17,18,21,23,24 commented "Yes. I embarrassed to use English because I always laughed when I make a mistake and I do not like it, because it makes me look stupid." Meanwhile, student number 11,13,16,19,22,25 commented "Yes. I am ashamed for fear of making mistakes and being laughed." Meanwhile, student number 20 gave a comment "No. In fact, I feel cool when I try to use English."

- g. Do you feel shy when you have to speak English in front of the classroom? Give your comment!

Student number 1,6,11,12,14,17,18 commented "Yes. Because everyone will see me. It makes me nervous." Meanwhile, student number 2,7,9,10,16,21 commented "Yes. Because I am not confident and nervous when speaking in front of the class" Meanwhile, student number 3,13,19,23 commented "Yes. Because I feel pressured and not free." Meanwhile, student number 4,20,22 gave a comment "Yes. Because I am afraid of being laughed." Meanwhile, student number 5,8,15,24,25 gave a comment "Yes. Because I am under the supervision of my teacher and friends. It makes me not confident."

Through this instrument, the researcher could identify student problems and their causes in the mastery of speaking skills. The first and big reason given by students was that students had lack of self confidence. Students were not confident when they had to interact with other people using English, so they chose to speak in local language. Students said that they difficult to pronounce an English word and remember it. The reason was because there were differences between the writing and reading of English words. They confused how to pronounce words in English.

They also did not master enough vocabulary to speak in English. Apart from pronouncing and vocabulary, students also felt insecure because they did not understand the use of grammar and tenses in a sentence. This was indicated by the statement:

*" I am unconfident when I speak in English because I do not understand the using of grammar and tenses. That is difficult.."*³¹

This also played a big role in triggering students to be unconfident in speaking. Another reason was that they did not have idea when they had to speak English. Students said that they did not know what to say. It was said by a student:

*" When using English, I do not know what to say."*³²

They could not come up their ideas when they had to say it in English. In other words, they lacked of motivation, so they did not know what to say. Students also thought that English was a difficult, so that it was impossible to acquire English language. It showed through the students' statement:

³¹ Student interview conducted on 16 July, 2020.

³² Student interview conducted on 16 July, 2020.

" English is a difficult lesson, maybe I can not use it." ³³

The researcher found that their evaluation on themselves was very negative. They felt unable to do something. Even though they were just not learning enough to master speaking ability. This statement was described by student:

" I often study to practice speaking English. So I can not speak spontaneously." ³⁴

Students were also unable to speak English spontaneously. They had to do preparation before.

The second reason was given by students who are afraid of making mistakes when talking in English. Students assume that making a mistake was a shameful thing. Students said that their English was not good. They often made a mistake in using English. Therefore, when they did the problem, they would be laughed at by their friends. This made students embarrassed and reluctant to speak English. A student said interview:

" I am shy when making mistake in English because my friends will laughed at me.

So, I better not to speak in English." ³⁵

Being laughed at by friends is a terrifying threat to students. This makes students anxious about using English. They also said that the accent they used might make other people not understand what they were trying to say and even laugh at the accent they used. Students thought that when laughed at, they would be considered stupid students. They did not want the other friends to create that assumption.

³³ Student interview conducted on 22 July, 2020.

³⁴ Student interview conducted on 22 July, 2020.

³⁵ Student interview conducted on 22 July, 2020.

The third reason was given by students that they felt prohibited from getting a chance. Teachers often provided opportunities for smarter students. Students assumed that many other students were more able and more proficient in English so that they rarely get the chance. Students felt they did not have the opportunity to express their opinions because their English speaking skills were not as fluent as other students. Students felt there were still many other people who were able to express opinions better than themselves. Students felt considered less able to express their opinions. Even if they got it, they felt uncomfortable doing it because they were considered 'play smart'.

*" I am lazy to speak in English because my friends will mock me."*³⁶

Besides that, other factors of social environments also did not support students in speaking English. Students said that they did not have friends to practice speaking English, it turns out difficult for them mastery speaking skills, because of that students rarely use English. It was because they did not have interlocutors who want to use English. The students expressed the statement:

*" I can not speak in English because I often use it. Furthermore, I do not have a partner to practice it."*³⁷

The fourth reason was given by students that they worried when becoming the center. Students could not think or come up with their ideas when all the attention of teachers and friends was on students. Students were shy when standing and talking in front of a large audience, even though it was only limited to the scope of the class. However, students perceive class as a broad scope which

³⁶ Student interview conducted on 24 July, 2020.

³⁷ Student interview conducted on 24 July, 2020.

made them nervous. Students felt pressured and not free when under the supervision of teachers or friends. Students felt stressed when they are the center of attention. Students felt uncomfortable when all eyes were on them. The question was expressed by the students as follows:

*" I can not speak if the teacher and friends look at me. I am nervous."*³⁸

Based on this statement, the researcher knew that students felt anxious about speaking English. This was related to the Tseng theory cited by Wahyudi, which was one of the factors of anxiety in speaking English, namely presentation in the classroom and formal classroom environment. The formal classroom conditions and then making presentations in front of the class will trigger student anxiety.

B. Discussion

Based on the data above, the researcher found that the factors made students anxious in speaking English and the anxieties faced by students when doing the process of speaking.

1. The factors students anxious in speaking English

Based on the results from the observation, it was clear that out of 25 students in the third grade of SMP N 5 Langsa had the reasons why they experienced anxiety in using English for several reasons. Based on the results of an observation from all students who were the subjects of the study agreed that they had anxiety in speaking English. From the results of the various anxiety described above, the first and biggest factor made students anxiety in speaking English is low self-perception. It was the source that caused by the negative perception of

³⁸ Student interview conducted on 25 July, 2020.

themselves. This factor was related to Tseng's theory cited by Wahyudi. Students felt that they did not have anything to say when they had to speak in English, then students felt they could not speak English due to lack of vocabulary mastery, then did not understand the use of grammar or tenses. Students also felt unable to speak English because fear of pronunciation errors. All these problems belong to the self-perception factor. It seems that their self-preparation was very low. The researcher found that students did not have preparation sufficiently to speak English. Therefore, students were anxious when speaking in English.

The second factor is afraid of making mistakes when using English. This factor is also mentioned in Tseng's 2012 theory. Fear of making mistakes was the anxiety source appears because the students felt afraid to make mistakes when they speak English. It is because they did not master the material, lack of vocabulary and pronunciations. All of the reasons it was because the low self-preparation of students who made them anxious in English. Most students had a great sense of shame when making mistakes in speaking English. They were afraid of being ridiculed and mocked by friends in the class. The factor of fear a making mistake also plays a big role in triggering students' anxiety in speaking English. This factor also called *linguae ego*.

According to Brown, The language ego become part and parcel of self-identity, is threatened, and thus a context develops in which student must be willing to make a fool of yourself in the trial-and-error struggle of speaking and understanding a foreign language. Younger children are less frightened because they are less aware of language *forms*, and the possibility of making mistakes in

those forms—mistakes that one really must make in an attempt to communicate spontaneously—does not concern them greatly³⁹. Based on this explanation, it could be concluded that the fear of making mistakes because of feeling embarrassed was something that must be experienced by students in speaking foreign languages, especially as they were almost adults. The age where the students have noticed mistakes in communication that might they felt shy.

The third factor made students anxious in English was the formal classroom environment and the presentation in the classroom. This problem was also related to Tseng's theory about one of the factors of anxiety in speaking English. Based on the data observation, the researcher got some students found unusual to be the center of attention. Therefore some of them felt uncomfortable when they had to do a presentation in front of the class, especially when using English. Based on Tseng's theory as cited by Wahyudi, both of factors occurred because students thought their mistakes would be noticed when they were in the classroom. It caused them to feel being monitored by the teacher. Both of factors took place because students became the center of attention. The anxiety appears when the speakers in front of the classroom because their friends noticed their appearance. The researcher concluded that these three factors made students anxious in speaking English.

The fourth was the mental state of students obstructs or disturb the concentration in speaking English. All kinds of anxiety they felt, basically came from the psychic or mental condition and character of the students who were very

³⁹ H. Douglas Brown, *Principles of language learning & teaching (4th ed.)* (New York: Longman, 2000), 69-70

weak. Their overly sensitive mentality worried about many things that had an impact on their abilities. Even they felt the things that should not be thought such as fear of being wrong, feeling afraid of being laughed at, and feeling embarrassed were a terrifying threat. This mentality affected many aspects such as concentration, focus, and interferes with the process of mastering speaking skills.

2. The anxieties faced by students when doing the process of speaking

Based on the results of interviews with students, the researcher concludes the anxiety that students felt when speaking English. Based on a data interview, the researcher found some of the anxieties faced by students when speaking English. The first was unconfidence. Almost all students said they were not confident about speaking English. They did not have the confidence to speak out in English. The students felt unable to speak English because they felt their English was not good. The students felt that there were still many other students who were better able to speak English than themselves. All of that was basically because they were unconfident.

The second was an excessive fear of self. The students were afraid if they mispronounce in English and wrong in using grammar. It was because if they did that they would be laughed. Even some students were afraid if the accent they had made them inferior. Their accent might make other people laugh, so they choose did not try to speak English. Students were very anxious about speaking English when they were laughed for making mistakes. Even though mistakes such as pronunciation, grammar, and tenses were a normal case for the learner.

The third was students unable to speak English spontaneously. They had to do preparation. Students could not speak without having a concept. They had to conceptualize the sentences they had to say, at least the students would write the sentences they wanted to say. Then reading several times their writing, after that they were able to convey their opinion. The students felt that they could not express ideas suddenly.

The fourth was students less motivated and passive in learning speaking. Some students did not like English lessons because they thought it was a difficult lesson, so they were passive. The students also felt they did not have motivation, because they did not have friends who also wanted to practice speaking in English. So that students' English skills did not develop. They almost never practiced using it.

The fifth was students felt over-sensitivity to threats or fears that they were reluctant to come forward or express their opinions. To overcome the discomfort in front of the class, they also had to face the reality where they also not sure when having to speak English. The students felt nervous and depressed if the teacher was paying attention to them. Its caused students feel uncomfortable when many eyes look at them when talking. This was more dominant on students' psychological problems.

CHAPTER V

CONCLUSION AND SUGESSTION

A. Conclusion

The researcher has made some conclusion as follows :

1. The factors make students at SMP N 5 Langsa anxious in speaking English are they have low self-perception, fear of making mistakes, formal classroom environment and presentation in the classroom, and the mental state of students obstructs or disturb the concentration in speaking English.
2. There are some anxieties faced by students when doing the process of speaking. First, sourced from themselves, that is feeling unconfident in speaking English. Second, excessive fear of themselves. Third, feeling unable to speak English spontaneously. Fourth, students have lack of motivation and passive in learning speaking. Fifth, feeling over sensitivity to threats or fear.

B. Suggestion

The researcher gave some conclusions:

1. The students should develop their confidence to practice speaking English to increase their speaking skill.
2. The students should allocate time to practice speaking English.
3. The students should not afraid of making a mistake and shy to try.
4. The teachers should develop teaching materials with methods that are more interesting in the teaching process.
5. The teachers should give motivations to students to develop their speaking.

6. Other researcher should conduct similar research as it can be expanded into a broader study either sides like teachers and students on how to deal with students' anxiety in English.
7. Other researcher should give the solutions to problems in speaking which lead students to acquire the success in English.

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