
AN ANALYSIS OF STUDENTS' SPEAKING ANXIETY

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Abstrak

Penelitian deskriptif kuantitatif ini dilakukan untuk menganalisis kecemasan siswa ketika berbicara bahasa Inggris. Subjek dalam penelitian ini adalah siswa kelas A Pagi semester kedua IKIP PGRI Pontianak tahun ajaran 2021/2022. Sampel ini dipilih menggunakan teknik purposive sampling. Teknik pengumpulan data yang diterapkan dalam penelitian ini adalah komunikasi tidak langsung dengan menggunakan PSCAS kuesioner dan komunikasi langsung dengan menggunakan wawancara. Kuesioner digunakan untuk mengetahui tingkat kecemasan siswa ketika berbicara. Sementara itu, wawancara digunakan untuk mengetahui penyebab kecemasan siswa ketika berbicara. Berdasarkan hasil PSCAS kuesioner, tingkat kecemasan berbicara pada kelas A Pagi semester kedua terbagi dengan tiga tingkat yaitu; 52% pada tingkat sedang, 27% pada tingkat tinggi dan 21% pada tingkat rendah. Dapat disimpulkan bahwa tingkat kecemasan berbicara bahasa Inggris pada kelas A Pagi semester kedua ada pada tingkat sedang dengan 52%. Berdasarkan hasil dari wawancara dapat disimpulkan juga bahwa penyebab kecemasan yang dialami siswa ketika berbicara adalah karena kurangnya persiapan, rasa malu, kurangnya rasa percaya diri, perasaan malu, kekurangan kosakata, teman/teman sekelas, dan takut membuat kesalahan.

kata kunci: Kecemasan Berbicara, Analisis Kecemasan, PSCAS Kuesioner.

Abstract

This descriptive quantitative study was conducted to analyze students' anxiety when speaking English. The subjects in this study were class A students in the second semester of IKIP PGRI Pontianak for the academic year 2021/2022. This sample was selected using a purposive sampling technique. Data collection techniques applied in this study were indirect communication using PSCAS questionnaires and direct communication using interviews. Questionnaires are used to determine the level of students' anxiety when speaking. Meanwhile, interviews were used to find out the causes of students' anxiety when speaking. Based on the results of the PSCAS questionnaire, the level of speaking anxiety in class A Morning in the second semester is divided into three levels, namely; 52% at moderate level, 27% at high level and 21% at low level. It can be concluded that the level of anxiety speaking English in class A Morning in the second semester is at a moderate level with 52%. Based on the results of the interviews, it can also be concluded that the causes of anxiety experienced by students when speaking are due to lack of preparation, shyness, lack of self-confidence, embarrassment, lack of vocabulary, friends/classmates, and fear of making mistakes.

Keyword: Speaking Anxiety, Analysis Anxiety, PSCAS Questionnaire

INTRODUCTION

Speaking is one of the important parts of English skills. Speaking is not only important in the process of learning foreign languages but is also in our daily activities. There is four skill of English namely, listening, speaking, reading, and writing. The most important one of them is speaking skills. The importance of

speaking skills for students is to be a means of communication in order to build good interactions with others. Speaking skills are one part of English skills that must be mastered by students, if students can master speaking skills, the learning process can take place well so that communication can be effective, where the speaker can understand the meaning of everything that will be communicated. So that communication is good, without any misunderstanding between the speaker and listener.

However, while speaking skill is an important part of language acquisition, speaking is not easy for students. It is still difficult for students to master it. Some students indicated that speaking is difficult because some students felt uncomfortable, and anxious speaking in front of other people. Therefore, speaking also has factors that influence them. There are several factors that influence the students to speak fluently namely psychological factors. These psychological are factors in the anxiety that arises from the human body in response to certain situations. According to H. Douglas Brown (2000: 150), Anxiety is one of the factors affective effect the ability to speak. One of the main obstacles that must be overcome by students in learning to speak is anxiety. Anxiety is feelings of restlessness, frustration, doubt, and worry. Furthermore, (Horwitz, 2010), foreign language anxiety is a distinctive complex of behaviors related to classroom language learning derived from the difference in the language learning process. In other words, anxiety can be expressed as an obstacle that makes students tend to have difficulty speaking because anxiety causes negative feelings.

Anxiety about speaking English is common, but it will become a problem when anxiety speaks experienced by students too high to have a negative impact. if the speaking anxiety experienced by these students occurs continuously, then the students' speaking ability does not increase significantly. Speaking skills are very important in the language learning process, the importance of speaking skills is that students can develop thinking skills, good command communication, and can simplify ideas, and feelings to others. others orally. Every student who has speaking anxiety will have a different level of anxiety from other students. Through this study, the researcher will find out the level of students' speaking anxiety, but will also to find out the causes of students' speaking anxiety. knowing the level of students' speaking anxiety can help students to find out what their level of anxiety is and what are the main causes that

affect their speaking anxiety. After getting the research results, this research will be information for teachers or lecturers to provide effective strategies to overcome students' speaking anxiety. The researcher is focusing on the case of anxiety that often occurs in the classroom. Woodrow (2006) distinguishes between in-class and out-of-class anxiety and finds that communication with teachers and performing in front of a class are the major contributors to language anxiety in speaking classes. It is shown when students are given the tasks to do oral presentations, role-play in front of the class, contribution to formal discussions, answer teacher questions, and informally speaking teachers were reported. All those tasks are predicted as the major reasons for learners' in-class anxiety.

Based on the explanation above, it can be conclude that students often have difficulty mastering speaking skills due to anxiety. some students are not comfortable speaking in front of other people. Students experience feelings of shame, nervousness, and anxiety when speaking English. When the teacher or lecturer gives assignments to students to speak in front of the class, students look nervous, blank, and silent when asked to speak in English, and cannot say what they know. Anxiety about speaking English hurts the process of learning English students. Through this study, the researcher will analyze what is the level of speaking anxiety and find out the causes of students' speaking anxiety of students in the second semester of IKIP PGRI Pontianak. This study focus on the student's anxiety in speaking. This kind of study has been conducted by some researchers related to college students' anxiety in speaking. Nur Isnaini (2018) has conducted a study entitled "An Analysis of Students' Speaking Anxiety Students of English Foreign Language (EFL)". The researcher uses a qualitative approach and case study. The result of this study is students have very excessive self-expectations of themselves, beliefs that are not based on logical thinking and considerations to express something in English, anxiety sensitivity, and wrong attributions so that they are unable to express their idea in English well, and low-self efficacy.

Second, Nelson Mandela (2021) has conducted a study entitled "An Analysis of Speaking Anxiety in Eleventh Grade Students of SMAN 04 Bengkulu" This is a descriptive study that uses quantitative descriptive methods. The result of this study found that the solution for students speaking anxiety is the drama method. This

method chose by the researcher because has been proven to reduce students speaking anxiety in a journal written by Mine Atas from Turkey with the title the reduction of speaking anxiety in EFL learners through drama techniques. The results of this study found that drama gave a significant contribution to emotional quality. The third previous study is Rumini Yuliana (2017) has been conducted a study entitled “A Study of Students’ Anxiety in Speaking Performance at the Second Semester of English Education Department of IAIN Surakarta” The aim of this previous study has found the factors of students’ Anxiety in Speaking Performance. The result of this study students uses four factors of students' anxiety. Four factors of students’ anxiety were lack of preparation, learner belief about language learning, personal and interpersonal anxiety, and fear of making mistakes.

Based on the results of the interview conducted with one of the lecturers who teach public speaking in A Morning class the second semester of the English education study states that students have difficulty speaking English, because of fear, nervousness, and shyness. Students still find it difficult to show speaking skills in front of the class. She also said that the average student in A Morning class still cannot show their speaking skills well, a factor that may influence students speaking is a psychological condition, in this case, anxiety. Can be seen in several things such as the fear of students when conveying ideas, shyness when communicating speaking in English, and the lack of knowledge of students in vocabulary, grammar, and pronunciation. This makes students feel afraid to make mistakes when speaking, causing feelings of anxiety. Responding to the students' problems above, the researcher interested to analyse students’ speaking anxiety. Thus, the researcher chooses the title “An Analysis of Students Speaking Anxiety at second-semester IKIP PGRI Pontianak.

METHODOLOGY

In this study, the researcher used a quantitative descriptive method because in this study the data is presented in numerical and descriptive form. The descriptive quantitative method was choose by researcher to determine the level of anxiety experienced by the students. According to Sugiyono (2005), a descriptive method is an approach that is designed to elaborate or analyze research findings but is not used to

make them broader. Then Aliaga and Gunderson (2002) elaborated quantitative research as an inquiry into a social problem that reveals phenomena by collecting numerical data identified using mathematically based methods, for instance, particular statistics.

The subject of this research is the second-semester students of the English Education study program at IKIP PGRI Pontianak. The researcher took an A morning class which consists of 29 students. In this study, the researcher used purposive sampling in selecting the sample. According to Gay and Airasian (2000:138), purposive sampling is referred to as judgment sampling, the researcher selects a sample based on his or her experience or knowledge of the group to sample. The researcher used direct communication technique and indirect communication technique in collecting the data. The researcher used direct communication techniques using interviews as data collection tools. The researcher used the interview to determine the factors that cause the anxiety experienced by students. The indirect communication technique is the way of data collection that uses media to communicate, the researcher used indirect communication techniques using questionnaire as data collection tools.

The researcher used close-ended questionnaire and interview guide as a tool to collect the data. The questionnaire has 17 items given to students, and there are eight interview questions used by researcher to find out the causes of speaking anxiety and it was conducted with eight students who had high levels of speaking anxiety. The researcher used this questionnaire as a tool to measure the students' speaking anxiety levels, and used interview guide to find out what causes students' speaking anxiety. In this study, the researcher collect the data through questionnaire using a google form and students only needed to open the link that had been sent by the researcher, and after that the students could fill out the questionnaire. The researcher also collected data through interviews, by directly meeting students to answer questions.

To analyze the data, the researcher applied the technique as follows: The researcher use a quantitative approach applied the procedure of data analysis. The process of data analysis proceed with descriptive statistics. The researcher analyze the PSCAS questionnaire adopted from Yaikhong and Usaha (in 2012) to know the level of students speaking anxiety. The questionnaire of PSCAS that contains 17 items of

questions score of five point likert response scale ranging from point 1 (strongly disagree) to (disagree) 3 (undecided), 4 (agree), 5 (strongly agree). The overall score was total up to calculated the percentage after multiplying the result by the likert point. The proportion with the greatest percentage would be regarded as the levels of speaking anxiety. The following formula was use to get the percentage :

Figure 3.1

$$\text{The percentage} = \frac{\text{total score each item}}{\text{total score of all item}} \times 100\%$$

Sugiyono (2012)

The procedures in analyzing the questionnaire ad interview data are:

The questionnaire analysis

1. The researcher collected questionnaire data which had been distributed to 29 students.
2. Next, the researcher compiled the data and interpreted the data using microsoft, which contained counting of the aspects of questionnaire adopted Yaikhong & Usaha 2012, which individual and coding. Researcher also answer according to the aspects.
3. After everything is done, the result of the analysis from the students questionnaire are included in the appendix and presented in chapter 4.

To analyze data from interview the researcher follows the data analysis qualitative developed by Miles and Huberman (1994: 12) the qualitative data was collected by interviewing eight students who have high anxiety levels. The researcher used interviews to find out what causes of the students speaking anxiety. Data analysis from interview consists of three procedures; data reduction, data display, and conclusion drawing /verification.

Research Procedures

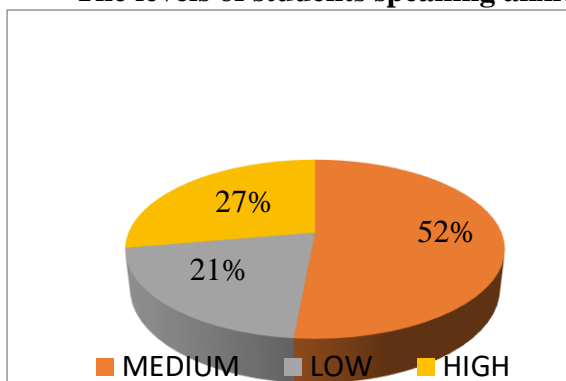
Some steps planned by the researcher to apply the research procedures well. The steps are as follows:

1. The researcher found the subject of the research. The subject is second-semester students of the English Education study program at IKIP PGRI Pontianak took an A morning class which consists of 33 students.
2. The researcher will inform a class A morning and explain the aim of the research.
3. The researcher explained to the students the purpose of the questionnaire.
4. The researcher sends the questionnaire link via WA which will be connected to the Google form.
5. The participants of the research answered the questionnaire in Google form and the students had 30 minutes to answer the questionnaire.
6. After analyzing and obtaining data from the questionnaire, the researcher will interview students who have a high level of anxiety when speaking English based to the results reported by the questionnaire.

Findings And Discussion

Based on research findings, this study was conducted on the second semester of English Study Program at IKIP PGRI Pontianak. The object of this research is Class A students in the second semester of English education at IKIP PGRI Pontianak. To get results from research, researchers do research by distributing PSCAS questionnaires and conducting interviews with students who have high levels of anxiety. In the first step, the researcher collects data by using a questionnaire. The researcher used a questionnaire to see the level of students' speaking anxiety. The collection of questionnaire data is done through indirect communication or through a WhatsApp link that will be connected to the google form. The researcher gave a questionnaire to students then students will fill out a questionnaire. The analysis result of questionnaire (PSCAS) revealed the students experienced speaking anxiety. The levels of anxiety in this study by the students is medium anxiety.

Diagram 4.1
The levels of students speaking anxiety



In the second step, the researcher to found out what are the causes of the students speaking anxiety. The researcher conducted interviews with students, interviews conducted face to face and the interview process will be recorded. From the results of interviews that have been conducted, the researcher found out what causes the students' speaking anxiety. and the causes students speaking anxiety in this research were lack of preparation, lack of confidence, limited vocabulary, shyness, fear of making mistake, embarrassment and friends/classmate. The results showed that of the nine causes of students' speaking anxiety, there were eight causes that made students experience anxiety when speaking English. The researcher found that many students answered in interviews that lack of preparation, shyness, fear of making mistakes, embarrassment, lack of self-confidence, limited vocabulary, grammatical errors, and classmates were the main causes. Most of the students experience anxiety. The finding of this study quite similar with finding on Rumini Yuliana (2017) previous study revealed the factors of students speaking anxiety such as lack of preparation, shyness, grammatical error, limited vocabulary, and friend/classmate. Some students answered that if they were not prepared, they would feel anxious. the lack of student in preparation when asked to speak English will cause excessive nervousness when speaking in front of the class.

Conclusion

Based on the data analysis and the result of this study the researcher can conclude that the levels students anxiety of A Morning class is medium anxiety. To find out the causes of student anxiety, the researcher interviewed eight students who had high levels of anxiety, After conducting interviews with several students who had high levels of anxiety, the results of the interviews showed the cause of students' speaking anxiety in A morning class of IKIP PGRI Pontianak were a lack of preparation because students felt they did not prepare the material, and themselves well this caused anxiety when students were asked to speak English. lack of confidence because students felt of a sense of inferiority, and feeling unable to speak English well to other people are caused by a negative evaluation of the students themselves, this negative evaluation arises because they think other people or classmates as a threat. Students

felt shy because the condition of students' feelings that arise due to lack of self-confidence and nervous feelings that make students afraid to speak English well.

Friends/classmates, one of the causes speaking anxiety in this case because students experience feelings of anxiety because classmates may give judgment and laugh when they appear in front of the class. limited vocabulary, because the lack of students mastering vocabulary it becomes an obstacle for students to speak English in class. Felt shame because can be interpreted as a feeling of being threatened, heart beating fast, and cold hands caused by anxiety experienced by students. grammatical errors, students find it difficult to arrange words into correct sentences so students become anxious when they want to speaking Last, they are afraid of making mistakes, because students easily become anxious when they make mistakes when speaking English.

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