

ARTICLE

**AN ANALYSIS OF STUDENTS' ANXIETY IN SPEAKING ENGLISH
OF 10TH GRADE STUDENTS IN SMK PAWYATAN DAHA 1 KEDIRI**



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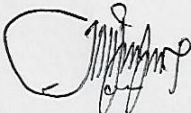
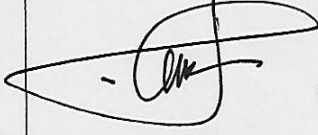
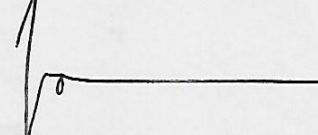
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ABSTRACT

Speaking is the ability to produce articulation, sounds or sentences to express and idea or feeling. Mastering speaking is difficult for some students. When they should speak in front of class they feel anxious, nervous, lack of confident. Anxiety is the crucial factor which can impede students' fluency in speaking English. The aims of this research are to find out the students' anxiety level, to find the factors that can cause students' anxiety in speaking and the strategies to reduce anxiety. This research used mix method with sequential explanatory design. The instruments of this research were questionnaire, interview and documentation. The researcher conducted the research at 10th grade students of Hospitality Accommodation in SMK Pwayatan Daha 1 Kediri. The data were analyzed using SPSS 23.0. The data questionnaire showed that the students who got low level were (0%), moderate level (82%), and high level (12%). And from 3 factors, the most influential factor was fear of negative evaluation (65,7%) and others were test anxiety (64,2%), and communication apprehension (63,8%). In addition, the data interview showed that students who got high anxiety had many strategies to reduce his/her anxiety in speaking English than the students who got low/moderate anxiety. In brief, from the data finding, students need more attention from the teacher. In order the students feel pleasant in the class and do not feel anxious in speaking class.

KEYWORDS : Students' Anxiety, Speaking English

I. INTRODUCTION

Speaking is ability to produce sound, sentence to express idea or feeling. Many students get difficulties to speak English fluently because it is unfamiliar language of them. It makes them less in mastering English. Their competence to speak in English as a Foreign Language fluently is still unsatisfying than other countries which is English as their Second Language. According to Nunan (2003: 48) states that there are many students feel that in a new language is hard for two reasons.

First, unlike reading and writing, speaking happens in a real time: need a direct response. Second, there is no editing and revising for what have been said, as in writing.

Most of people judge students whether they can speak in English fluently is from they way they speak. It is supported by Nunan (2000: 39) explains that the success of learning language is measured by the ability to carry out the conversation in a target language. Thus, the students are expected to be more active

in practice their speaking whether inside or outside the classroom.

Therefore, getting success or failure in speaking English depends on several things, but the most crucial problem to discuss is social emotion. Social emotion have an important role in speaking English. There are positive and negative emotion which influence in speaking English. The positive emotions, such as attention, motivation, self-regulation and the negative emotions, such as anxiety, anger, hopeless, boredom. Pekrun (2014: 6), “emotion are important because of their influence on learning and development,...”. Many kinds of emotions which commonly expressed and happened in speaking class. But the biggest influence in speaking English is negative emotions. According to Pekrun (2014: 15) also stated that emotion which strongly obstruct students’ learning is the negative one.

Anxiety holds a big role in learning second or foreign language. Anxiety will bother students’ ability to get successfully in learning language. Anxiety is quite possibly the affective factor that most pervasively obstructs the learning process, Dornyei (2005: 198). Anxiety can disturb students in learning English by reducing participation, lack of confidence, and self doubt. In Brown (2007: 151) states that there are two types of anxiety, trait and

state anxiety. Trait anxiety is more permanent predisposition to be anxious. Some students predictably and generally anxious about many things. State anxiety is experienced in relation to some particular event or act at a more momentary or situational level. Other experts added one more type of anxiety. It is Situation-specific anxiety, Cattell & Schier 1963, McIntyre & Gardner 1989, Spielberger 1966 (in Young, 1999), they argued that situation-specific anxiety only occurs in particular situation such as test taking, speech.

Students’ anxiety come from 3 factors. Horwitz, Horwitz, and Cope (1986) identify 3 factors of foreign language anxiety; 1) Communication Apprehension (CA). It comes from personal knowledge. When someone feels afraid and shy to speak with others. They might get difficulty and worry whether their partner will understand or not with what have said. 2) Fear of Negative Evaluation (FNE). In learning foreign language, negative evaluation can come from the teachers, peers. Thus, students feel anxious when they should give a good impression for their teachers or peers. 3) Test Anxiety (TA). It is related to test-taking situation.

Furthermore, there are five strategies can reduce students’ anxiety in speaking

English. They are preparation, relaxation, positive thinking, peer seeking, and resignation.

From all explained above, feeling anxious can appear in two conditions. First, the students do not understand about the material. Second, the students are afraid if they make mistake or got negative evaluation. When they make a mistake, usually their friends will mock them.

In addition, there are many researcher had conducted about students' anxiety in speaking English. Oda (2011) found a high anxiety level of the students in the Collage of Arts. Furthermore, Anxiety effected to students in learning English in that collage. Sahin (2016) also found that high school students was highly anxious than secondary school.

Meanwhile, during the teaching practice in SMK Pawyatan Daha 1 Kediri, the researcher found signs of anxiety among 10th grade students in hospitality accommodation. Their English teacher always deliver the material using full English. Thus, most of them got anxious and sometime reduced participation in the class.

By all identification above the researcher conducted the research entitled, "An Analysis of Students' Anxiety in Speaking English of 10th Grade Students in SMK

Pawyatan Daha 1 Kediri."

This research conducted to find out the level of students anxiety, to describe the factors cause speaking anxiety and to describe the strategies used to reduce anxiety in speaking English. Because the researcher believe that by knowing students' level of anxiety, factors of anxiety and strategies used to reduce anxiety, it will be easier to the teacher and students achieve the goal of teaching and learning process in speaking English.

II. METHOD

In this research, the researcher used mix method research. Ary (2010: 559) "mixed method research combines quantitative and qualitative research methods in different ways,...". Mix method research occurs when the research questions are identified by using two different data collection procedures or by combining two research methods from the same research tradition both quantitative and qualitative. Here the researcher used questionnaire and interview to collect the data.

The strategy which used by the researcher to conduct this research is sequential explanatory design which quantitative first then followed by qualitative. It is supported by Creswell (2003: 215), "The sequential explanatory strategy is the most straightforward of the

six major mixed methods approaches”. He also stated that sequential explanatory design characterized by the collection and analysis of quantitative data followed by the collection and analysis of qualitative data.

This research carried out at SMK Pawayatan Daha 1 Kediri on November 2018. The population of this research is 180 students and the sample of this research is APH-1 class (Hospitality Accommodation) which consists of 34 students.

To find out the students’ level of anxiety in speaking English and the factors caused anxiety, the researcher used questionnaire of FLCAS from Horwitz, Horwitz and Cope which consists of 33 statements of questionnaire. And to describe the strategies used by students to reduce anxiety, the researcher used semi-structured interview which consists of 4 questions and 5 sub questions.

To analyze the students’ level and the factors mostly dominated, the researcher used Statistical Package Social Science (SPSS) 23.0.

III. RESULT AND DISCUSSION

To measure the level of speaking anxiety the researcher used a questionnaire (FLCAS) consisting of 33 items which was a 5-point Likert scale. The total score was ranged and classified from 33 to 165. It

means 1 point of each item equals 33 points of minimum score in total, whereas 5 points of each item equals 165 points of maximum score in total, based on Likert scale grading. From 33 to 165 the researcher divided into 3 grade level. First, 33 to 77 was classified into low anxiety level. Second, 78 to 121 was classified into moderate level of anxiety. And the last 122 to 165 was classified into high level of anxiety. From the data collected by the researcher, she found only two level of anxiety in Hospitality Accommodation class.

a. Students’ Anxiety Level

Table 4.1

No	Anxiety Level	Number of Participants	Percentage
1	Low	0	0%
2	Moderate	30	88%
3	High	4	12%
Total		34	100%

Furthermore, the table 4.1 shows the level of each student. As the researcher has explained before there are 3 grade of students’ anxiety level. First, 33 to 77 is classified into low anxiety level, 78 to 121 is classified into moderate anxiety level and 122 to 165 is classified into high anxiety level. It can be determined that no students got low anxiety level, 30 students got moderate level and 4 students got high level of anxiety. It was supported by Debreli Emre (2016) said that students

with higher level of language proficiency had a higher level of anxiety.

b. Students' Anxiety Factors

There are three factors that influence students' anxiety level in speaking English. Communication apprehension, fear of negative evaluation and test anxiety. The result of analysis as presented below;

Table 4.2

CA (Communication Apprehension)

		Statistics							Total Score
		Q1	Q4	Q6	Q14	Q15	Q27	Q29	
N	Valid	34	34	34	34	34	34	34	34
	Missing	0	0	0	0	0	0	0	0
Mean		3,35	3,47	2,91	3,03	3,26	3,12	3,21	22,35
Std. Error of Mean		,139	,190	,236	,196	,225	,157	,151	,545
Std. Deviation		,812	1,107	1,379	1,141	1,310	,913	,880	3,180
Minimum		2	1	1	1	1	2	1	17
Maximum		5	5	5	5	5	5	5	29
Sum		114	118	99	103	111	106	109	760

The table 4.1 above shows that the minimum of total score is 17 and the maximum of total score 29. There are 7 questionnaire in CA factor. The average mean of CA is 22,35. Statement Q4 (*It frightens me when I don't understand what the teacher is saying in the foreign language*) has the highest mean score 3,47 with std. Deviation 1,107. And Q6 (*During language class, I find myself thinking about things that have nothing to do with the course*) has the lowest mean score 2,91 with std. Deviation 1,379. The sum of the total score is 760 and the maximum of total score if all of the answer got 5 is 1190. And to know the percentage how big CA influences students' anxiety level in speaking English, it can be seen below;

$$\frac{\text{Total Score}}{\text{Max Score}} \times 100\% \Rightarrow \frac{760}{1190} \times 100\% = 63,8\%$$

From the data above, it can be concluded that communication apprehension influences to students anxiety level in speaking with the percentage (63,8%).

Table 4.3

FNE (Fear of Negative Evaluation)

		Statistics												Total Score
		Q2	Q3	Q7	Q9	Q13	Q18	Q19	Q20	Q23	Q24	Q31	Q32	
N	Valid	34	34	34	34	34	34	34	34	34	34	34	34	34
	Missing	0	0	0	0	0	0	0	0	0	0	0	0	0
Mean		2,47	3,21	3,56	3,44	3,03	2,88	3,74	3,38	3,32	3,29	3,59	3,53	39,44
Std. Error of Mean		,170	,178	,141	,190	,200	,206	,190	,207	,192	,155	,189	,204	,729
Std. Deviation		,992	1,038	,824	1,106	1,167	1,200	1,109	1,206	1,121	,906	1,104	1,187	4,251
Minimum		1	1	2	1	1	1	1	1	1	1	1	1	31
Maximum		5	5	5	5	5	5	5	5	5	5	5	5	47
Sum		84	109	121	117	103	98	127	115	113	112	122	120	1341

The table 4.3 above shows that the minimum of total score is 31 and the maximum of total score 47. There are 12 questionnaire in FNE factor. The average mean of FNE is 39,44. Statement Q31 (*I am afraid that the other students will laugh at me when I speak the foreign language*) has the highest mean score 3,59 with std. Deviation 1,104. And Q2 (*I don't worry about making mistakes in language class*) has the lowest mean score 2,47 with std. Deviation 0,992. The sum of the total score is 1341 and the maximum of total score if all of the answer got 5 is 2040. And to know the percentage how big FNE influences students' anxiety level in speaking English, it can be seen below;

$$\frac{\text{Total Score}}{\text{Max Score}} \times 100\% \Rightarrow \frac{1341}{2040} \times 100\% = 65,7\%$$

$$\frac{\text{Total Score}}{\text{Max Score}} \times 100\% \Rightarrow \frac{1528}{2380} \times 100\% = 64,2\%$$

From the data above, it can be concluded that fear of negative evaluation influences to students anxiety level in speaking with the percentage (65,7%).

From the data above, it can be concluded that test anxiety influences to students anxiety level in speaking with the percentage (64,2%).

Table 4.4
TA (Test Anxiety)

		Statistics														Total Score
		Q5	Q8	Q10	Q11	Q12	Q16	Q17	Q21	Q22	Q25	Q26	Q28	Q30	Q33	
N	Valid	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34
	Missing	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Mean		2,97	3,32	3,59	2,82	3,71	2,94	3,21	3,09	3,21	3,53	2,71	3,44	3,29	3,12	44,94
Std. Error of Mean		,205	,162	,240	,186	,137	,179	,192	,191	,168	,170	,172	,164	,143	,210	,832
Std. Deviation		1,193	,945	1,397	1,086	,799	1,043	1,122	1,111	,978	,992	1,001	,957	,836	1,225	4,849
Minimum		1	2	1	1	2	1	1	1	1	1	1	1	2	1	34
Maximum		5	5	5	5	5	5	5	5	5	5	4	5	5	5	53
Sum		101	113	117	96	126	100	109	105	109	120	92	122	112	106	1528

The table 4.4 above shows that the minimum of total score is 34 and the maximum of total score 53. There are 14 questionnaire in TA factor. The average mean of FNA is 44,94. Statement Q10 (*I worry about the consequences of failing my foreign language class*) has the highest mean score 3,59 with std. Deviation 1,40. And Q26 (*I feel more tense and nervous in my language class than in my other classes*) has the lowest mean score 2,71 with std. Deviation 1,00. The sum of the total score is 1528 and the maximum of total score if all of the answer got 5 is 2380. And to know the percentage how big TA influences students' anxiety level in speaking English, it can be seen below;

From all factors analyzed above, the researcher found that fear of negative evaluation is the most influence factor to students' anxiety. It was supported by In Izumi Ghita (2015) showed that fear of negative evaluation was the factor of anxiety correlating the most to the speaking ability.

c. Analyzing the Students Strategies to Reduce Anxiety

The student who got high anxiety has many strategies to reduce his/her anxiety with applying all of the strategies such as doing more preparation, having relaxation, set his/her mind to be positive thinking, seeking for his/her peer to correct the mistakes before speaking in front of the class, and many others. In the other hand, student who got low or moderate anxiety was rarely applying strategies for his/her self. In Nuranifar Yasin (2014) showed that there was no significant relationships were found between language anxiety and frequencies of strategy used.

IV. CONCLUSION

The researcher purposes to take some conclusion of this research. First, the students' level of anxiety at 10th grade (Hospitality Accommodation class), in SMK Pawyatan Daha 1 were found with the average, moderate level and high level of anxiety. The result was zero (0%) of low anxiety level, 80% of moderate anxiety level and 12% of high anxiety level.

Second, the factors that influenced students' anxiety in speaking were communication apprehension, fear of negative evaluation and test anxiety. The percentage of the factor which is mostly experienced by the students. Communication apprehension got 63,8%, fear of negative evaluation got 65,7%, and test anxiety got 64,2%. Third, from the data interview, it can be concluded that the student who got high anxiety has many strategies to reduce his/her anxiety in speaking English with applying all of the strategies such as doing more preparation, having relaxation, making positive thinking, peer seeking and resignation. In the other hand, the student who got low or moderate anxiety only applying 2 or 3 strategies to reduce anxiety in speaking English.

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