Students' Speaking Anxiety in Speaking Skills in The Classroom As A Foreign Language for The 2nd Grade at SMAN 1 Parepare

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ABSTRACT

To speak English, someone especially among students, needs to master several verbs, and one of the obstacles to speaking English is the lack of verbs among students. Therefore, the purpose of this research is to find out what is students' anxiety and what factors cause students' anxiety when speaking in English in class. The sample of this study was MIPA 5 students of XI class of SMAN 1 Parepare which consisted of 35 students.

The approach used in this study is descriptive research and qualitative. This study uses two research instruments namely Horowitz et al. (1986) used the Foreign Language Classroom Anxiety Scale (FLCAS) and interviews. The questionnaire had 33 items consisting of 9 positive and 24 negative statements on a Likert scale of 1-5 points, while the interview consisted of 10 questions. According to the survey's findings, there was only 1 respondent with a "Very Anxious" anxiety level or 3%, 5 respondents had "Anxious" anxiety levels or 14%, 6 respondents had "Mildly Anxious" anxiety levels or 46%, 13 respondents had "Relaxed" anxiety levels or 37%, and there were no students with a "Very Relaxed" anxiety level.

Considering this, it can be said that the students in Class XI MIPA 5 SMAN 1 Parepare are generally "Mildly Anxious" when speaking English in class. According to the results of the interviews, it is clear that some students who are learning English in a classroom setting still experience anxiety. The factors contributing to this include a lack of vocabulary, imprecise pronunciation, a lack of confidence, being unprepared if the teacher calls on a student to speak in English without warning, and a lack of motivation on the part

of the students. From 35 students in class XI MIPA 5, the researchers only interviewed 14 sources.

Keywords: English, Anxiety, Speaking.

ABSTRAK

Untuk berbicara dalam Bahasa Inggris, seseorang terutama di antara siswa, perlu menguasai beberapa kata kerja, dan salah satu hambatan untuk berbicara dalam Bahasa Inggris adalah kurangnya kata kerja di antara siswa. Oleh karena itu, tujuan dari penelitian ini adalah untuk mengetahui apa kecemasan siswa dan faktor-faktor apa yang menyebabkan kecemasan siswa saat berbicara dalam Bahasa Inggris di kelas. Sampel dari penelitian ini adalah siswa MIPA 5 kelas XI SMAN 1 Parepare yang terdiri dari 35 siswa.

Pendekatan yang digunakan dalam penelitian ini adalah penelitian deskriptif dan kualitatif. Penelitian ini menggunakan dua instrumen penelitian yaitu Horowitz dkk. (1986) menggunakan Foreign Language Classroom Anxiety Scale (FLCAS) dan wawancara. Kuesioner terdiri dari 33 item yang terdiri dari 9 pernyataan positif dan 24 pernyataan negatif pada skala Likert 1-5, sedangkan wawancara terdiri dari 10 pertanyaan. Menurut temuan survei, hanya ada 1 responden dengan tingkat kecemasan "Sangat Cemas" atau 3%, 5 responden memiliki tingkat kecemasan "Cemas" atau 14%, 6 responden memiliki tingkat kecemasan "Cemas Ringan" atau 46%, 13 responden memiliki tingkat kecemasan "Santai" atau 37%, dan tidak ada siswa dengan tingkat kecemasan "Sangat Santai".

Dengan mempertimbangkan hal ini, dapat dikatakan bahwa siswa di kelas XI MIPA 5 SMAN 1 Parepare umumnya "Cemas Ringan" ketika berbicara dalam Bahasa Inggris di kelas. Menurut hasil wawancara, jelas bahwa beberapa siswa yang belajar Bahasa Inggris di kelas masih mengalami kecemasan. Faktor-faktor yang berkontribusi terhadap hal ini termasuk kurangnya kosakata, pelafalan yang tidak tepat, kurangnya kepercayaan diri, tidak siap jika guru memanggil siswa untuk berbicara dalam Bahasa Inggris tanpa pemberitahuan, dan kurangnya motivasi dari pihak siswa. Dari 35 siswa di kelas XI MIPA 5, peneliti hanya mewawancarai 14 sumber.

Kata Kunci: Bahasa Inggris, Kecemasan, Berbicara

Introduction

English is widely utilized as a foreign language in Indonesian education, from primary to universitas levels. They all have different aims for learning English. One of primary purposes of learning English is for pupils to be able to communicate in English.

As a result, the must be able to utilize English to transmit the message accurately and fluently in order for it to be received appropriately. Students who want to study English and develop their communication skills must be proficient in all four areas of the language: writing, speaking, listening, and reading. Speaking was discovered to be the most fundamental aspect of English communication among the four skills.

Speaking skills are one of the most difficult obstacles that language learners and teachers confront, particularly in second language classes. Language learners must be able to make connected speech, have interpersonal skills, speak in varied situations, achieve a balance between correctness and fluency, and communicate about unexpected topics based on their knowledge in order to manage oral communication. someone will be afraid to speak because of a lack of English communication abilities. A lack of exposure the language as a result, when requested to converse in English in class, students may experience worry and anxiety. Anxiety is defined as "a subjective experience of tension, apprehension, nervousness, and worry coupled with an autonomic nervous system activation." (Akkakoson 2016).

SMA Negeri 1 Parepare is one of the senior high schools where junior high students want to proceed to high school. However, there are still some students who are frightened and timid when learning English in the speaking category. Students will be invited to talk in English and conduct a discussion in English in front of the class to demonstrate the outcomes of the English teacher's assignments. However, some students feel anxious, uncomfortable, and embarrassed when they try to speak English in class. Interference with their explanations and performance also hinders their ability to grasp spoken English. As a result, the purpose of this study is to identify the elements that contribute to students' speaking anxiety and to examine the many forms of anxiety that students experience in the classroom. Based on the foregoing, the research is interested in carrying out a study titled *"Students' Speaking Anxiety in Speaking Skills in the Classroom as a Foreign Language for the 1st Grade at SMA Negeri 1 Parepare."*

Tridinanti (2018) Speaking is one of the linguistic abilities utilized for communication in everyday life. speaking is defined by Fulcher (2003, p.23) as "the verbal use of language to communicate with others." Speaking is a productive oral ability often done by two or more individuals through the generation and exchange of ideas by use of verbal and non-verbal symbols in a variety of circumstances.

In Sinaga et, al. (2020), two different types of anxiousness are described. State anxiety and trait anxiety are the most common forms of anxiety. Initially, there is state anxiety. A person might have state anxiety, or normal anxiety, is the most common form of anxiety. Anxiety is a momentary emotion of fear caused by a potentially dangerous event. It is a momentary state of anxiety of stress caused by an external stimulus. The second type of anxiety is trait anxiety, which is characterized by a tendency of responding with worry even in non-threatening situations. In this situation, a person with trait anxiety experiences anxiety on a consistent basic or anxiety that is more severe and lasts longer.

According to Mandela (2019), speaking anxiety is a typical issue among language learners. Anxiety is the subjective experience of tension, trepidation, uneasiness, and concern connected with autonomic nervous system activation. In this article, "second language anxiety" is defined as a separate set of self-perceptions, beliefs, feelings, and actions related to using a foreign language outside of the classroom.

Method

The approach used in this study is descriptive research and qualitative. The focus of qualitative researchers is to investigate the participants' thoughts and perceptions. To analyse the participant's statements, the researcher attempted to investigate the event from the participant's perspective. Therefore, the researcher engaged with the phenomena and learnt as much as possible about it.

This study was conducted in SMA Negeri 1 Parepare. This school was chosen because previously the researcher had carried out practicum activities at the school. The sample is also an essential component of the study's elements. Typically, the sample is a subset of the population employed as the target or subject of an investigation. Therefore, the researcher's population consists of students SMA Negeri 1 Parepare. This study's sample consisted of the school's first-year social studies students. The classification is XI MIPA 5. There are a total of 35 students in the class.

To acquire data, the researchers utilized three ways. To begin, because this is a case study, the authors employed an FLCAS (Foreign Language Classroom Anxiety Scale). Thirty-five students from SMA Negeri 1 Parepare were administered the FLCAS questionnaire.Second, the completed anxiety surveys were evaluated using the Oetting Scale to characterize students' anxiety levels. The authors assessed students' level of anxiety in different languages using the FLCAS (Foreign Language Classroom Anxiety Scale). The next phase is to perform classroom research using interviews as the primary

approach to verify validity, followed by documentation to reinforce data gathering. Data collecting are Observation, Interview, and Documentation.

Results and Discussion

A discussion of the research findings is presented in this section. In this study, two research question are asked, include what anxieties do students have about speaking, and what are the factors that influence students' anxiety in speaking performance at the 2dn grade of SMA Negeri 1 Parepare. In these results of this study, there is still a sense of anxiety students feel when speaking in English class, and the anxiety students experience in class XI MIPA 5 varies widely based on the results of answering questions and interview results.

1.   **The Result of Questionnaire Using the FLCAS Method**

The FLCAS, or Foreign Language Classroom Anxiety Scale, is a questionnaire that measures students' levels of anxiety during English class and was adapted from Horwitz, Horwitz, and Cope. There are 33 questions in the FLCAS that ask about how anxious students in this study were XI MIPA 5 students, and a total of 35 students completed the questionnaire and participated in multiple speaking anxiety interviews.

When students need to express their knowledge about a particular subject, anxiety, especially anxiety related to speaking a foreign language, has a significant impact on their abilities. Based on the tables and graphs above, the researcher found that positive statements received the highest score with 141 "Neither Agree" answers and 17 "Strongly Disagree" answers. Then, the negative statement has the highest score in 280 "Neither Agree" responses and the lowest score in 52 "Strongly Disagree" answers.

This factor encourages students feel anxious to show their abilities directly in English because they feel their classmates are making negative comments about their performance. Students become anxious when the teacher makes corrections that lower their self-esteem in front of their peers. The researcher then looked at additional students' preference data by percentage for the 33 FLCAS items.

The table below shows how each student was rated and categorised based on their answers to the FLCAS questionnaire by researchers in order to examine the students' levels of speaking anxiety. Can be seen in the appendix section with page 69 with students' anxiety levels are scoring and categorized. The analysis and categorization of the students' anxiety levels are displayed in the table below.

Range	Level	Result
139-165	Very Anxious	1 respondent (3%)
112-138	Anxious	5 respondents (14%)
85-111	Mildly Anxious	16 respondents (46%)
59-84	Relaxed	13 respondents (37%)
33-58	Very Relaxed	-

Table 1. Summarizing of Students' Anxiety levels Scoring and Categorizing.

2. The Result of Interview

2.1. Communication Apprehension

The anxiety you have when communicating verbally is known as communication anxiety disorder. Communication anxiety when learning a foreign language arises being aware of how challenging it is to understand oneself and others when learning a foreign language causes communication anxiety.

According to the findings of the interviews, 5 out of 14 students is M, EB, C, NHN, NA, exhibited dread due to a lack of self-confidence. Based on this statement, the researcher concluded that students who had communication anxiety lacked confidence due to a lack of English knowledge and vocabulary.

2.2. Test Anxiety

The second factor is test anxiety. In this instance, despite having strong verbal communication skills, the student performs poorly on the test. According to the survey's findings, 8 out of 14 students is M, G, CIL, Y, C, ADP, R, NHN, acknowledged having anxiety about how they appeared when speaking out of concern for making mistakes.

From the information above, it is clear that students are afraid because they cannot pronounce the right words in English and therefore, they are afraid when they have to take an exam or when an unexpected question comes from the teacher. It is actually good for the teacher because the teacher gets to know the speaking ability of the students, but for the students they are not prepared for the exam.

2.3. Fear of Negative Evaluation

Speaking in front of an audience or teacher they are familiar with makes foreign language learners nervous. Students consider the opinions of influential

people, including teachers and friends. The next statement makes this clear. According to the findings of the interviews, two students ADP and NHN

According to the data presented above, students are concerned since they must speak in front of the class and are not properly prepared to discuss the issue. According to the description above, students' concern about learning English is caused by three factors: communication fear, incapacity to speak English owing to limited English experience and a lack of practice, and anxiousness. When students are apprehensive because they have to take a test given by the teacher, they are terrified of unfavourable assessments, and they are afraid of being laughed at by the teacher or peers if they make mistakes.

2.4. Fear of Mistake

Students frequently experience fear of making mistakes before speaking in front of their peers and teachers. They are worried about making errors because of their limited English proficiency. The students' limited English proficiency is evident from this result interviews with students M, G, CIL, C, and NA that follow provide evidence in favour of this.

For fear of grammar and vocabulary, students the M and G make it difficult to talk. As a result of his limited knowledge of grammar, he struggled to construct appropriate sentences when speaking. According to the aforementioned findings, the researcher draws the conclusion that students' speaking abilities can suffer as a result of their fear of making mistakes. The ability to speak in English is crucial for communicating ideas about a subject clearly, but even if you are fluent in the language, it will be challenging to express yourself if you do not understand the subject thoroughly.

2.5. Shyness

This suggests that a shy disposition can interfere with student learning activities, particularly in speaking class. According to the findings of the interviews conducted with NHN students, she claimed that she still felt embarrassed when she wanted to speak English because she was worried about pronouncing the language incorrectly.

Based on the statement above, the study concluded that shyness greatly affects students' anxiety when they want to speak English and makes a person feel insecure.

2.6. Lack of Motivation

Motivation is crucial for students' academic success and willingness to communicate in English. Strong motivation leads to better performance and continued learning.

The data from the NHN and NA lines demonstrate that in order to increase student interest in learning and create an engaging and enjoyable learning environment, teachers must motivate their students to learn.

2.7. Feeling Insecure

New internal factor identified: feelings of insecurity, lack of confidence, shyness, and motivation; communication difficulties with English-speaking peers. From the results of the interviews there were 4 students who still felt insecure namely, CIL, I, EB, R, the statements were as follows.

From the results above, that there are still students who feel insecure, be it insecure with their friends who can speak English better or are insecure about other things in learning.

2.8. Grammatical Error

Grammatical categories represent meanings from the same conceptual domain and are often articulated in the same manner. The fewer errors in second languages attributed to the first language may influence communication. In Indonesia, students with English as a second language often experience grammatical errors, resulting in a lack of communication concentration.

Researchers asked students 10 questions related to their fear of speaking in an English class. During the interview stage, the researchers used Indonesian language to make the students more comfortable with the interview, the 14 respondents to the speaking anxiety interview stage can be seen in the dialogue. From the result of the interviews with 14 respondents, it appears that their answers regarding the fear of speaking were almost the same. They still have anxiety, nervousness, and fear of being wrong. The causes of students' speaking anxiety when speaking English as a second language include shyness, anxiety, and lack of confidence. In addition, when students were asked why they felt uneasy if they did not understand what the teacher was saying, and that they lacked self-preparation. They also feel insecure because of limited knowledge of vocabulary and grammar.

Conclusion

First, we used a survey conducted by Horwitz using the FLCAS method and compliant with the Horwitz, Horwitz, and Cope (1986) approved FLCAS questionnaire. After receiving the questionnaire responses, scores were calculated to reflect the students' levels of anxiety. According to the Horwitz classification, there are five levels of student anxiety. A score in the range of 139 to 165 indicates Very Anxious, a score of 112-138 indicates Anxious, and a score of 85 to 111 indicates Mildly Anxious. Relaxed is denoted by a score between 59-84, and Very Relaxed is denoted by a score between 33-58. Using a scale to measure student anxiety, we were able to account for the results.

The results of the analysis and evaluation of the anxiety levels of the students revealed that 3% of them had scores for Very Anxious that ranged from 139 to 165. 46% of 16 participants had Mildly Anxious scores between 85-111, and 14% of 5 participants reported having Anxious a scores ranging from 112-138. and a score of 59-84 indicated Relaxed or 13 participants of 37%. nothing was scored by students who were Very Relaxed with 0%. in accordance with Horwitz's adoption of the FLCAS anxiety scale. They are the subject of this investigation.

Additionally, after analysing the interview data, we identified various forms of anxiety, leading us to the conclusion that students experience anxiety and are worried, shyness, and fear of mistakes. Experience can tell us a lot about students' worries about learning English. This gives teachers insight into what is causing their anxiety and what they can do to lessen it. To put it another way, students can share important information about their anxiety related to learning English. In order to create a more laid-back atmosphere, it is crucial to use their insight.

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