

STUDENTS' SPEAKING ANXIETY IN ENGLISH CLASSROOM

Oleh:

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Introduction

Speaking is a way of using language as a tool to communicate with others. By speaking, people around the world can share information because the most widely used language in the world is English. S. L. McKay (2018)

Grammar and vocabulary for speaking For good language learning outcomes, students must have good grammar and vocabulary.

Aspect in speaking: Fluency, Accuracy, Pronunciation, and Intonation.

Kinds of Communication two kinds of communication in teaching and learning activities: verbal and non-verbal

Introduction

Anxiety is "an emotion characterized by feeling of tension, worried thoughts, and physical changes. Anxiety is usually caused by several factors such as attitude, motivation, stress, anxiety, self-esteem, self-efficacy, extroversion, introversion can create different in language learning". American psychological association

There are five indicators of anxiety in speaking: English low English proficiency, lack of familiarity of task, lack of confidence, fear of making mistakes, and incomprehensible inputs. H. Suryadi (2021)

Previous Study

- 1. İbrahim KARAGÖL (2018) The Relationship among Attitude, Anxiety and English Speaking Performance.** Students have anxiety because of difficulty in speaking English and expressing themselves. Those who want to speak English have worries for making mistakes while speaking, so they are reluctant to speak, using quantitative to collecting data, object 2067 students there are 3 levels from Pre-elementary school, Elementary school, and Pre-intermediate in turkey.
- 2. Danny Huang (2018) Modeling the relationships between anxieties and performance in second/ foreign language speaking assessment.** Student anxiety represents a palpable but transitory emotional state or a condition characterized by feelings of tension and apprehension and heightened autonomic nervous system activity, using quantitative.

Gap

Gap

Both studies discuss anxiety through some of the materials used in the learning process. This type of research, on average, uses quantitative methods. In this study, descriptive qualitative research will be used to collect data using the case study method. While those studies focused on students' self-anxiety, this study focuses on finding out what are the indicators that cause students' anxiety towards speaking English in class and the impact of their anxiety on teachers' assessment by using qualitative research with the case study method conducted on seventh-grade junior high school students.

Statement of Aims

To find out what the indicators are that cause anxiety when students speak English in class and how the impact of students' anxiety on their speaking ability in English class.

Pertanyaan Penelitian (Rumusan Masalah)

1. What are the indicators causing the students' speaking anxiety in English classroom?
2. How is the impact of students' anxiety on their speaking ability in English classroom?

Metode

This study uses descriptive qualitative research to explain students' phenomena in an analysis of students' speaking anxiety in English classroom. According to Creswell in his research said that qualitative research is an approach or search to explore and understand a central phenomenon. To understand these central symptoms, the researcher interviewed research participants or participants by asking general and rather broad questions. information submitted by participants is then collected, the information is usually in the form of words or text.

To collect data, the researchers conduct observations class and do interviews with teachers and students in English speaking lessons. Two techniques are used to collect data: observation and interviews. Voice recording devices are used to document observations made during teacher and student interviews related to an analysis of students' speaking anxiety in English classroom. To simplify classification, the collected data with written down and then Patton's theory be used to examine the data, there are three steps for data collection, namely the first observation, interview and documentation or usually called triangulation

Findings and Discussion

A. The indicators students' speaking anxiety in English classroom

The researchers found that the most common anxiety felt by students is a lack of confidence and a fear of making mistakes. After conducting interviews with students regarding their anxiety when speaking English in class, four out of six students said that they felt shy speaking English in front of the class because they were afraid of making mistakes in English words or sentences and eventually being laughed at by their friends in class.

B. How is the impact of students' anxiety on their speaking ability in English classroom

From observations made, many students have poor speaking skills, as can be seen in the way they are confused to convey some vocabulary or sentences that they may not be able to pronounce properly and These pupils' anxiousness can lower their speaking grades in class because the student easily forgets the words they talk about, feel nervous so the words cannot pronounce well, and having trouble in expressing their voice when speaking English it can called anxiety in verbal communication. When compared with the rubric's assessment, most students get "fair" score in narrative lesson. Because many students difficult to speak monolog fluently and confused how to read word by word in the paragraph.

The Benefit of research

The benefit of this research is that we can know what indicators cause student anxiety to occur and how the impact of anxiety is on their scoring in speaking classes. the researcher wants to offer some advice to English teachers, particularly on the teaching procedure.

Conclusion

The overall findings show that students have different levels of anxiety toward English-speaking activities in class. The findings show that students feel a lot of anxiety when speaking English because of the fear of making mistakes, and most experience verbal communication anxiety when speaking English in class. With that, some students experience a delay in their ability to speak English in class. The problem occurs because the vocabulary is not fully developed, and they will not know how to convey ideas and emotions in an easier and more appropriate way. Therefore, their English-speaking score in class is mostly fair, which is still not perfect. Therefore, motivation or support from English teachers is needed so that students can eliminate their anxiety and get better speaking scores.

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