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STUDENTS' SPEAKING ANXIETY IN ENGLISH CLASSROOM

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ABSTRACT

The purpose of this research is to find out how anxiety indicators affect students' speaking ability, which causes students' difficulties in speaking English in the classroom. This study presents the results of observations and interviews conducted through qualitative descriptive research at Cendekia Junior High School, a bilingual school. 27 students and 1 English teacher participated in the study. The results showed that out of five indicators of anxiety, which were poor English language skills, unfamiliarity with tasks, lack of self-confidence, fear of making mistakes and incomprehensible contributions, the students felt only two anxiety, which are fear of problems and lack of self-confidence of themselves and the surrounding environment. With this, it also affects the performance of students to speak English with teachers and students. The researcher proposed to overcome students' anxiety about speaking English by organizing English day activities where students learn about the target language.

Keyword: Speaking, Anxiety, English classroom, Junior high school

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 [1]. Speaking is two-way communication where the speakers can share the ideas they want to deliver. In this education era, speaking is a common activity to communicate, discuss, and explore what they learn in school. From that big influence of speaking, it is important for English learners to increase their competence in speaking.

Speaking competence is important for EFL students because they must be able to communicate their ideas orally effectively and well [2]. Speaking English is also necessary for English learners such as in junior high schools which use English as their foreign language. In addition, as stated by Zhiping and Paramasivam [3], One of the most important skills for skill development is speaking. In today's connected world, speaking is the most important of the four language skills for effective communication. Learning communication skills is important for students who want to succeed in their chosen fields because English is a language that is spoken all over the world. Because of this, the classroom is the perfect setting for cultivating strong communication abilities, particularly speaking skills. [4].

For good language learning outcomes, students must have good grammar and vocabulary [5]. Grammar names the types of words and word groups that makeup sentences in English and in any language speaking English correctly and precisely [6]. When speakers use inappropriate grammar, the information may be ineffective and fail the discourse. The students also difficult to deliver their ideas if they have limited vocabulary [7]. Without vocabulary, they will not know how to convey ideas and emotions in an efficient way. Not only grammar and vocabulary, but the learners can also speak well if they follow the aspects of speaking.

Speaking English has four aspects: fluency, accuracy, pronunciation, and intonation [8]. By following these four aspects, English learners can speak better. Fluency can help learners socialize with other English speaker and avoid misunderstanding. The accuracy can help the listeners to understand speaker easily. By using correct

pronunciation, speaker inclines to highlight and add value of their speaking. Good intonation gives information beyond just basic meaning of the words.

Applying aspects of the English language is not as easy as you think because English language learners face many obstacles. Therefore, Riadil [9] states that some of the difficulties that students face when speaking English in the classroom are the large number of students in the class, students tend to hide their mistakes and weaknesses to protect them from laughter, and many Asian teachers focus on grammar in their teaching. These barriers created a reluctance to speak, even making students anxious about speaking in English.

Additionally, anxiety is "an emotion characterized by feelings of tension, anxious thoughts, and physical changes," according to the American Psychological Association. Numerous elements, including attitude, motivation, stress, anxiety, self-esteem, self-efficacy, extroversion, and introversion, can lead to anxiety" [5-7]. From this statement, it can be resolved that with good communication between teacher and learner can decrease the anxiety in the classroom. There are two kinds of communication in teaching and learning activities: verbal and non-verbal [12]. Non-verbal communication can be defined as all potentially informative behaviours that are not purely linguistic in content [13]. When students speak in front of the class, nonverbal communication detects the words that they are unable to communicate verbally through mimicry and body language [14]. Verbal communication is any communication that uses language to convey meaning. Aspects related to oral communication are linguistic and paralinguistic. Linguistic communication means choosing and combining words into sentences and their literal or implied meaning [15]. Paralinguistics is the study of qualitative or vocal communication of speech that is not based on words or verbal content. By observing verbal and non-verbal communication, the teacher can determine whether students are anxious or not.

Speaking anxiety has five indicators: low English language skills, unfamiliarity with the task, lack of self-confidence, fear of mistakes and incomprehensible contributions [16]. It was also found that low English proficiency was an important factor in this study, which prevented students from conversing in English in class. Unfamiliarity means that students are not used to the task given by the teacher. In short, pupils participate in conversation on a subject if they are interested in it, know about it, hear or see it frequently, are knowledgeable about it, or are even near to or friendly to it. Students who lack confidence do not think they can talk. The kids were afraid to talk in English until they were asked because they were worried about making errors and looking foolish. Instructor talks, listening activities, reading passages, and language heard and read outside of class are all examples of unintelligible contributions.

Beside five indicators of anxiety stated by Suryadi [16], Students' personal reasons, the way the teacher conducts the class, student beliefs, and the testing and teaching process are the four categories that result from classifying the reasons they find it difficult to speak up in class. The issue of nervousness also develops as a result of pupils' unwillingness to participate fully in speaking class [17].

Based on the result of pre-observations conducted at Cendekia junior high school Sidoarjo on November 25, 2022, The school use used two or more of language for instruction at some point to students or bilingual language in school [18]. The implementation of existing bilingual classes by using English and Indonesian for the learning process expects students to be able to use due to English language. With that the teacher expects students to be able to use the two existing languages and understand ongoing learning. The teacher only gave speaking assignment without any explanation or example for the student. Seeing this, students got confused in speaking English itself and causes anxiety for some of them. Besides, it was found that students were still unable to

pronounce words in a reading and there were still students' difficulties in speaking skills. The students' ability in speaking English will be observed to know their anxiety in the English-speaking class.

There are several previous research discussed about the causes of students' anxiety in English and assessment in classes. The first research was completed by Ibrahim, it was found that students had anxiety because they were afraid of making mistakes when speaking during assessment or performance in class [19]. Meanwhile, in the research conducted by Huang, it was found that students' anxiety was caused by a feeling of tension especially but only temporarily and the autonomic nervous system increases during assessment or performance in class and the data collection researchers using quantitative research with English learners from Taiwanese universities [11].

From the two studies above, there are various concerns in learning speaking. The two studies discussed anxiety by going through some of the materials used in the learning process. This type of research on average uses quantitative. In this present study, the descriptive qualitative research will be used to collect the data with a case study method and it will be conducted on the seventh junior high school students.

This study explores the construct of speaking anxiety in the seventh grade junior high school students. It aims to identify the causative factors of student's speaking anxiety as an important factor in more attitudes toward English and try to be more specific to find out the situation that occurs and find out how anxiety impacts on scores in the classroom. Based on these objectives, two research questions are formulated as follows:

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?

METHODS

This study uses descriptive qualitative research to analyze students' speaking anxiety to explain the phenomena that students experience in the English classroom. In his research, Creswell said that qualitative research is an approach or effort to investigate and understand a central phenomenon [20]. The researcher asked general and rather broad questions of the study subject or participants in order to grasp these primary symptoms. then the participant-provided data is collected; the data is often presented as words or text. The researchers observe classes and interview teachers and students during English speaking courses to collect data. Data is collected using two methods: interviews and observation. In order to record observations made during teacher and student interviews for a study of students' speaking anxiety in English classes, voice recording devices are employed. There are three processes for data gathering, including the first observation, interview, and writing down the data to facilitate categorization. Patton's theory is then utilized to analyse the data [21].

This research was conducted at one school in Sidoarjo, Indonesia, namely SMP Cendekia Sidoarjo. The participants of this study involved twenty seven students English-related activities one English teacher. The researchers selected six students, three of whom had proficient English speaking abilities and three of whom did not, to complete the data The selection of these students is supplemented by the results of the teacher's assessment so far and the teacher's recommendation. In this study, interviews and observation were both employed as data collection methods. The first instrument is observation. Knowing the facts that occur according with accepted ideas without manipulation is suitable in this situation [22]. the researchers used observation checklist adapted by Koth [23]. With a little change that includes an evaluation of students' speaking anxiety in English classes as the

theme. According to the phases that the facts would be examining, the observation checklist was adjusted into nineteen assertions. The first thing you want to know about each statement on the observation checklist is how English language instruction is progressing in class. The second step is to identify the signs that lead to students' fear when speaking English in class. Non-participatory observation will be used in this study, where observers "are outside looking in," that is, present but not engaged in the action, and they make an effort to minimize contextual impacts through their presence. the seventh-grade researchers can track the development of learning by examining the student speech patterns, classroom performance evaluations, and documentation, often known as triangulation [24].

The second instrument uses interviews with a focus on asking questions to get information or opinions from students' views [25]. Interviews to support and clarify data obtained from checklist observations. The interviews in this study were adapted from Li [26] and used semi-structured interviews. Semi-structured interviews are used to find out what challenges the students face in speaking English in the speaking class more flexible. This is done to collect information from respondents with the method used allows researchers to add new questions and explore the answers given by respondents [27]. This interview aims to find problems openly by asking students to give their opinions about how they feel about speaking English in class. Here were four interview questions for students. The first and second interview questions are to support the data related to how the students feel about English-speaking learning activities in class, while the third and fourth questions are to find out what causes the anxiety problems faced by students when doing speaking activities in class.

The three steps of the analytical process utilized to investigate this research's data are data reduction, data presentation, and conclusion drafting or verification. The summary or reduction of data is one example of data reduction. The findings of the observations are compiled in order to determine the root of the pupils' speaking nervousness. Data presentation is the designation of the results of observations after being reduced for the causes of speaking anxiety students. The conclusion is a summary of everything discussed after passing through the previous two stages, such as the removal of student anxiety from the environment or the influence of the assessment carried out by the teacher. The subjects of this study were students with attitudes and anxiety about speaking English in class and the speaking class teacher. The teacher chosen as the subject is the teacher who is directly appointed to teach in the speaking class. Observations were made during the speaking class by recording the learning process using a voice recorder. In the interview, the researchers ask the students about the learning English process in the class. The data collected will be transcribed into written form to facilitate classification. Then the data analyzed using the theory of Patton [21]. The research data will be analyzed using analytical methods which are divided into four stages, namely: write down the results of observations and interviews that have been conducted, classify anxiety attitudes based on existing theories, reduce data checking to validate the classification step, make conclusions from the analysis.

FINDINGS AND DISSCUSSION

A. The indicators students' speaking anxiety in English classroom

The researchers also performed clarifying interviews applying semi-structured interviews based on observations made to understand more about how the process of learning English speaks in the classroom and observe students feeling anxiety and their causes. According to their level of fear when speaking English in class, some students find out English-speaking activities positively while others do not. The results of the study showed that the majority of seventh-grade students at SMP Cendekia had anxiety when speaking English in class by exhibiting anxiety symptoms in self-, verbal, or non-verbal communication. The researchers look for students anxiety are as following Suryadi's theory [16]: Low English proficiency, Lack of familiarity of task, Lack of self-confidence, Fear of making mistake, Incomprehensible input.

The most prevalent form of anxiety among students, according to the study, is a lack of confidence and a fear of being mistaken. Four out of six pupils who responded to an interview asking them about their fear of speaking English in front of the class claimed it was because they were worried about using the wrong words or sentences and getting teased. Student 1 stated, "I'm actually not worried; I'm just embarrassed to see my friends and afraid to speak English incorrectly out of fear of making mistakes." According to these allegations, students have trouble speaking English despite though speaking is the most important of the four language skills for efficient communication in the globalized society we live in today. It could also a way to their future achievement at work or in other areas [4].

This result suggests students' fear of making mistakes and lack of confidence are the primary causes of their English language anxiety in the classroom. Communication anxiety is their biggest concern. The study found that students' English language anxiety may be attributed to a variety of factors, including personal factors, the teacher's teaching style, students' views, and testing and teaching techniques. Another factor contributing to anxiety issues is students' unwillingness to participate fully in performance lessons [17].

B. The impact of students' anxiety on speaking ability in English classroom

The ability of students to speak English is either lacking or good, as can be seen from how speaking lessons take place, such as when they present the results of their work in front of the class. 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. To support the results of these observations, an interview was conducted with the English teacher in the class. Based on the results of interviews that have been conducted with the teacher regarding how to know whether this student can speak English or not, the teacher said:

"First, I have to know the ability of my students; of course, all my students have different levels of English, so I have to give the easiest example first, then I give them time to make their own monologue or dialog, and then they have to practice it in front of the class."

With the teacher's statement, it can be said that the purpose of the teacher's statement is to know the students' ability to speak English. In classroom learning, difficulties are also felt by the teacher when students

do not want to speak in front of the class, so the teacher gives students options to do tasks that have been directed at home by recording videos when they speak English, The teacher said " sometimes I have difficult to manage my students so I told have any time they can perform in from of the class so I ask them to record that performance and then send the link to me so I can know they make it or not." Therefore, this situation greatly impacts students' abilities because they will have difficulty interacting or communicating with others during English learning activities.

From the students' lack of ability to speak English and the anxiety they experience, the assessment carried out by the teacher gets less than perfect scores. In the seventh grade, teacher uses speaking scoring rubric. "Inacceptable" rate for score < 60 is given to the student who makes frequent problem with pronunciation fluency and vocabulary. "fair" rate for score 60-79 is given to student who has clear enough pronunciation, fluency, and limited vocabulary. "good" rate for score 80-90 is given to student who has clear pronunciation, fluency and makes some error in word choice. "Excellent" rate for score 90-100 is given to student who has accurate pronunciation, fluency and uses a variety of word choice.

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. With that inadequacy in speaking, the teacher cannot give maximum grade to students. with a score that is often at its highest when doing writing, listening, and reading but falls when doing speaking, this anxiety in speaking English has a significant impact on their total score. 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. Verbal communication it can be a sign or indicator of anxiety, such as the dread of pronouncing words incorrectly in English, forgetting what students said, or having trouble in expressing their voices when speaking English. Even the teacher gives them the topic that related to their life and uses the word that often repeated in the class. The teacher often motivates them to speak as much as they can and take no notice of the grammar or tenses that they use, but they still feel nervous to speak a lot and not willing to present in front of the class.
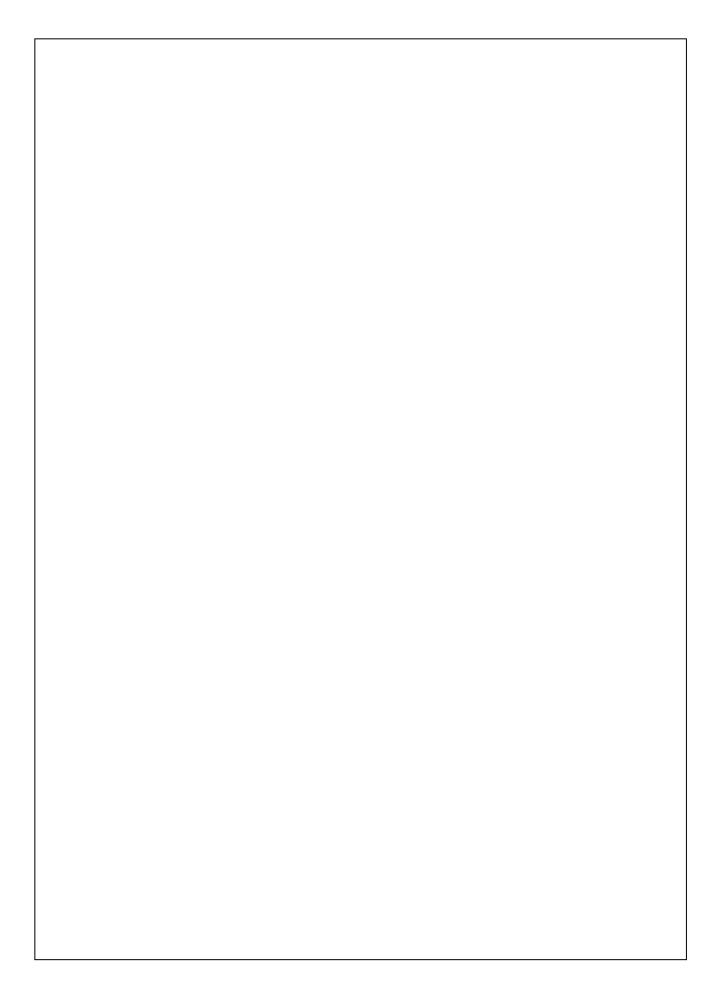
CONCLUSION

The overall findings show that students have different levels of anxiety towards 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 speaking 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. 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. Teachers are obliged to pay attention to the signs that make their pupils speak uncomfortably in class. Additionally, teachers are participated to promote and motivate pupils to use English in class. The researcher intends to offer guidance to students who are shy to speak in English in class based on the findings of this study. Students should feel comfortable to speak in front of others without worrying in making mistake, and give the student opportunity to practice speaking English to teachers or friends. This study is anticipated to help other researchers learn more about the fear of speaking English. They are also asked to do more study on English-speaking students in language programs.

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