

# Speaking Anxiety in English Class at the Senior High School Level

Oleh:

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Juni, 2025

# Introduction

- As we know, English is an international language that is almost used worldwide and makes us need to master it.
- According to (R. N. A. Al-Hakim and H. Syam, 2019) “In English, speaking is one of the things that make students feel anxious which in turn causes nervousness in the classroom ”
- The target of this study is students who have anxiety in English at the Senior high school level.

# Research Gap

## ❑ Previous Research

(Febriana, et al 2024)

Speaking is an important skill in mastering the English language. Developing speaking skills requires strong confidence, good public speaking skills, and fluency in English.

(Damayanti & Listyani 2020)

Students experience three factors that cause them to feel fear, namely communication anxiety, test anxiety, and anxiety about negative evaluation. In addition, there are factors of lack of vocabulary, lack of preparation, and worry of being embarrassed by friends in front of the class that also cause anxiety in speaking to appear in students.

# Research Gap

## ❑ Current Research

- This study aims to identify the types of anxiety experienced by students and explore the strategies used by teachers to help students overcome their anxiety.

# Novelty

- This study's update focuses on the speaking anxiety experienced by students at SMA Muhammadiyah 4 Porong. In previous studies, the data collection method was a questionnaire, but I used observation and interview instruments in this study. Compared to earlier research that discusses general anxiety factors such as exams and negative evaluations, my research focuses specifically on the types of speaking anxiety and teachers' strategies for overcoming it, and its conduct with students and teachers at SMA Muhammadiyah 4 Porong provides a more specific context.

# Research Objective

## ❖ Research Question:

1. What are the types of anxiety faced by students at SMA Muhammadiyah 4 Porong?
2. How do teacher overcome students' anxiety at SMA Muhammadiyah 4 Porong?

## ❖ Research Objectives:

- Analyzing the factors that cause speaking anxiety in students at SMA Muhammadiyah 4 Porong.
- Exploring strategies and approaches teachers use to overcome students' speaking anxiety in the classroom.

# Research Method

- **Type:** Descriptive qualitative
- **Participants:** 1 English teacher & 10 3<sup>rd</sup>-grade high school students (low, medium, high category)
- **Instrument**
- **Observation:** Teacher-student interaction & response to learning Interviews
  - Teacher (semi-structured)
  - Students (FGD)

# Result and Discussion

## >> Types of English Speaking Anxiety Experienced by Students.

### 1. Trait Anxiety

- ▶ Anxiety that persists & is difficult to change
  - "I just get lost and forget what to say in class." - RS

### 2. State Anxiety

- ▶ Momentary anxiety in sudden situations
  - "I was confused when the teacher suddenly asked me a question." - RK

### 3. Situation Specific Anxiety

- ▶ Anxiety when performing specific tasks such as presentations
  - "I am embarrassed because my vocabulary is limited." - EM

## >> Teachers' strategies in overcoming student anxiety:

- Creating a fun learning atmosphere.
- Provide positive motivation and support.
- Doing icebreaking before the class.
- Learning outside the classroom for a relaxed atmosphere.
- Direct student observation and monitoring.

# Discussion: Types of Anxiety and Teacher Strategies

✓ Three types of speaking anxiety identified:

- Trait Anxiety: Long-term anxiety, difficult to relieve.
- State Anxiety: Temporary anxiety due to sudden situations.
- Situation-Specific Anxiety: Appears during presentation or evaluation.

📖 Findings align with previous studies (Febriana et al., 2024; Damayanti & Listyani, 2020).

👤📌 Teacher strategies implemented:

- Creating a fun learning atmosphere.
- Ice breaking before speaking activities.
- Learning activities outside the classroom.
- Providing motivation and positive feedback.

📈 Effective in building students' confidence and reducing anxiety.

# CONCLUSION

This study concludes that students experience three types of anxiety in speaking English, namely trait anxiety, state anxiety, and situation-specific anxiety. This anxiety is caused by fear of making mistakes, limited vocabulary, and pressure from teachers and friends. Teachers overcome this by creating a fun learning atmosphere, providing motivation, doing ice breaking, and conducting learning outside the classroom. This strategy proved effective in increasing students' confidence and participation in speaking.

# References

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