

AN ANALYSIS OF STUDENTS' SPEAKING ANXIETY AT 12th GRADERS OF SMK AL-FURQON BONDOWOSO

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Abstract

Speaking anxiety is one's doubt to speak English. Sometimes people want to express their idea, but they do not know how to explain and also they are not familiar. According to Dordinejad and Ahmad (2014) cited in Elaldi (2016) foreign language anxiety is an important factor that influences one's level of achievement in foreign language learning especially in speaking class. Sometimes, the students are hampered because in their habit do not use English language all daylong for their communication between teachers and students. In this research, the problem is what kind of speaking anxieties faced by students and the dominant factor that lead the students speaking anxiety at 12th graders of Smk Al-Furqon Bondowoso in 2020-2021 academic year. The purpose in this research are finding kind of speaking anxieties faced by students and knowing the dominant factor that lead the students speaking anxiety at 12th grades of SMK Al- Furqon Bondowoso in 2020-2021 academic year. The hypothesis are less of competent, apprehension, fear of mistake, negative experience and irrational thinking. The design in this research is qualitative research. The subject is 22 students of SMK Al-Furqon at twelve grades in Bondowoso on January 23, 2021. The collecting data are questionnaire and interview. Data analyst are data reduction, data display and conclusion are based on the data of interview to the English teacher and students were the anxious students fear that they will not understand all language input. It is also consistent with communication apprehension, the anxious students also fear being less competent than other students or being negatively evaluated by them and the anxious students are afraid to make mistakes in the foreign language and the students had negative experience. For instance, their heart was breathed fast when teacher suddenly, asked them to come forward to tell something in English and irrational thinking. For instance, they got so nervous speaking in public and they just knew that people were thinking about how bad they were at speaking.

Key Word: Anxiety, Speaking

Speaking is the ability to talk at every time and in any situation. When it comes to speaking skills part from who are you? What is your job? With whom do you speak? Then they need to use their language to produce the information.

According to Nunan (2003, p.48) states that speaking is the productive skill which consists of producing systematic verbal utterances to express meaning. The

product of the activity of speaking is verbal utterances in which people usually have communicative purposes by producing it. The ability to speak in a foreign language is being able to use it fluently and appropriately. Hymes in Richard (2002, p.206) says that learners of English need to know not only the linguistic knowledge but also the culturally acceptable ways of interacting with others in different situations and relationships. Accuracy involves the correct of vocabulary, grammar and pronunciation. While fluency can be thought of the ability to keep going when speaking spontaneously. Brown (1994, p.254) has his clear definition on accuracy and fluency. Accurate means clear, articulate, grammatically and phonologically correct.

The researcher conducts interview on Wednesday December, 2020 with the English teacher in twelve grade TKJ of SMK Al-Furqon Bondowoso in academic year 2020/2021 to find the problem that faced by students in speaking class. The English teacher explains the problem faced by students such as: the students are afraid of making mistake to say in English word, feeling nervous, feeling worried, have no confidence. They are inhibiting when they speak English or making conversation to their classmate. Because, in their habit they speak Javanese all the time. Thus, they only have a little chance to speak English. Based on the explanation, it can be concluded that culture is able to affect their achievement in speaking. Speaking anxiety is ones doubt to speak English. Sometimes people want to expresstheir idea, but they do not know how to explain and also they are not familiar.

According to Dordinejad and Ahmad (2014) cited in Eleldi (2016) foreign language anxiety is an important factor that influence one's level of achievement in foreign language learning especially in speaking class. Sometimes, the students are hampered because in their habit do not use English language all daylong for their communicationbetween teachers and students.

The similar study about students' anxiety in learning English conducted by Musthachim in 2013. The research is a qualitative method study by using case study method. This study investigates foreign language anxiety of EFL junior high school students at the 8th grade of SMPN 9 South Tangerang. The result is speaking in front of the class, being laughed at by others, incomprehensible input, students' belief about language learning, teacher personality, and the lack of preparation are the factors which cause students feel anxious in learning English.

Another previous research is conducted by Santriza in 2018. The research is about An Analysis of Students' Anxiety in Speaking Performance at XI IPA I in SMAN 5 Banda Aceh. The research uses descriptive qualitative research. The result is the percentage of students' response was also categorized into three types of anxiety. 72% of the students experience the anxiety of test, 73% of the students feel anxious in communicative apprehension, and 55% of them were getting anxious in fear of negative evaluation.

Hence, the researcher wants to focus on finding the kind of speaking anxiety and knowing dominant factors students' speaking anxiety at twelve grade of SMK Al-Furqon Bondowoso. For this reason, the research title is an analysis of students' speaking anxiety at twelve grade of SMK Al-Furqon Bondowoso in the 2020/2021 Academic Year.

METHOD

In this research, the researcher uses descriptive qualitative. Descriptive qualitative research is a method which the data formed a word is not numeric. Bogdan and Biklen (1982) states that qualitative research is descriptive which the data is collected in the form of words or pictures rather than numbers. It means a

method of research that attempt to describe and interpret the objects in accordance with reality. The descriptive method is implemented because the data analysis is presented descriptively.

The data are formed of statements, which conducting during interview and questionnaire. Therefore, this research includes to qualitative data. The result on this research are students interview and questionnaire. The students interview contain is description from some question about speaking anxiety and the questionnaire contains by check list about the state of agreement.

Instrument of data collecting is defined as a tool that uses to obtain the data research. The data collecting is formed by questionnaire and interview that gave to the students.

Arikunto (2014, p.194) said that questionnaire is some questions that is written which used to obtain the information from the respondents which means the report of him or herself, or something else that known.

Arikunto (2014, p.195) stated that questionnaire can be divided into some types, depends on the point of view:

1. Open questionnaire which is given a chance to the respondents to answer the question by their own word.
2. Closed questionnaire which has been prepared the answer. Thus, the respondents can choose the answer itself.
3. Multiple choice questionnaire which is meant same as closed questionnaire.
4. Essay questionnaire means same as open questionnaire.
5. Check list where are the respondents giving check mark in the appropriate column.

In this research, the researcher uses open questionnaire made by paper form that will be shared to 22 students Computer and Network Engineering at twelve grade of SMK Al-Furqon Bondowoso.

Interview is two people conversation each other that conduct by interviewer.

According to Arikunto (2014, p.198) that interview was a dialog which did by interview to get information from interviewer. Based on Arikunto(2014, p.199) there are three kinds of interview:

1. Unstructured interview is the interviewer carries out the interview with no systematic planes of questions.
2. Structured interview is the interviewer carries out the interview by using a set of question arranged advance
3. Semi structured interview is the interviewer uses a set of questions which are developed to gain the specific information.

In this research, the researcher used structured interview for getting the data from students and teacher of SMK Al-Furqon Bondowoso. It takes place in Computer and Network Engineering at twelve grades on 22 students.

According to Miles and Huberman (1994) data reduction refers to process of selecting, focusing, abstracting and transforming the data

This research is selected to obtain the data by interview and interview questionnaire to the students. Then, the data analyzed and obtain the information group of data which needs to arrange for giving the result and conclusion. Besides that, the researcher uses two ways in data reduction. They are interview and questionnaire. Both of them explained as follows:

a. Interview

First interview did interview between interviewer and informant. The

researcher gives nine questions about characteristic of anxious students, factors which cause speaking anxiety, strategies used by anxious students to solve speaking anxiety and students' suggestion. The last, interview will do interviewing between interviewer and students. The researcher gives ten questions about speaking anxiety.

b. Questionnaire

The researcher finds the data from students at twelve grade of SMK Al-Furqon Bondowoso agree with some problems of students speaking anxiety in state of agreements sheet. It shows as follows:

- a. Negative experience
- b. Irrational thinking
 1. Perfectness
 2. Catastrophic failure
 3. Agreement
 4. Wrong generalization

Data display is the second phase in Miles model of qualitative data analysis. This phase provides an organizing and compos assembly of information that permits for conclusion drawing. The data display could show as like text, diagram, chart, table, graph or matrix. The researcher showed the data of proses of data display with table. It will be explained as follows:

1. Interview report

The researcher interviewed students and teacher about speaking anxiety and factor of anxiety.

2. Questionnaire report

The researcher gave a questionnaire sheet to the students about speaking anxiety and factor of anxiety.

Conclusion drawing involves stepping back to consider what analyzes data mean and to assess their implication for the research question. In this phase, the researcher draws the meaning from the data in analysis data.

RESEARCH DISCUSSION

The discussion on Kinds of Students' Speaking anxiety faced by students at 12th graders of SMK AL-FURQON BONDOWOSO

In this research finding the researcher found the similar categorize in English teachers' interview such as less of apprehension, less of competent and afraid of making mistakes. According to Dordinejad and Ahmad (2014) cited in Eleldi (2016) foreign language anxiety is an important factor that influence one's level of achievement in foreign language learning especially in speaking class. Some researchers identified speaking anxiety, as followed: Anxious students fear that they will not understand all language input. It is also consistent with communication apprehension, anxious students also fear being less competent than other students or being negatively evaluated by them and anxious students are afraid to make mistakes in the foreign language. Based on the theory was similar with the result of first interview. So, the researcher indicated about the kinds of speaking anxiety almost happened to students were.

In the other hand, the researcher found the same categorize in students' interview such self-doubt or worried in students' speaking anxiety. According to Brown (2000) anxiety is one of the effectiveness that influence speaking ability, and Anxiety is feelings of uneasiness, frustration, self-doubt, apprehension or worry. Based on the theorythe researcher was accordance that some students were happening in this situation.

The discussion on Dominant Factors Leading to Students' Speaking Anxiety of 12th graders of SMK AL-FURQON BONDOWOSO

In this research finding, the researcher applied the categorize the dominant factors

were happening in the students' speaking anxiety such as bad experience and irrational thinking. Adler and Rodman (1991) explained, there are two factors cause the anxiety, as follow: Negative experience in the past is an unpleasant thing in the past for events that may reoccur in the future. For example, the students ever had a bad experience in doing interviews, this can make him to be afraid of events when he has to be interviewed.

Irrational thinking is a dire necessity for adult humans to be loved or approved by virtually every significant other person in their community. Ellis, Adler and Rodman (1991) made a list of trust or belief of anxiety as an example from an irrational thinking, as follows: Catastrophic failure is an individual assumption that something bad will be occurred to themselves, perfectness is a person expects to do something perfect and flawless. It could be a problem when he does not reach his target of perfectness and emerge the anxiety, agreement is a wrong belief based on idea that there is an agreement to reach from the other friends or students and wrong generalization is the condition which also gives a term exaggerate generalization. This term occurs to a professional person.

Based on the result of questionnaire sheets and interview above on discussion, the answered related to the research problem and supported the theory by Doording and Ahmad (2014) cited in Eleldi (2016) that foreign language anxiety is an important fact that influence one's level of achievement in foreign language learning especially in speaking class. Some researchers identified speaking anxiety, as followed: Anxious students fear that they will not understand all language input. It is also consistent with communication apprehension, anxious students also fear being less competent than other students or being negatively evaluated by them and anxious students are afraid to make mistakes in the foreign language. It answered the first research problem. According to Brown (2000) anxiety is one of the effectiveness that influence speaking ability, and Anxiety is feelings of uneasiness, frustration, self-doubt, apprehension or worry. It answered the second research problem.

CONCLUSION

Based on the data analysis it could be conclude that:

1. Based on the data of interview to the English teacher and students were the anxious students fear that they will not understand all language input. It is also consistent with communication apprehension, the anxious students also fear being less competent than other students or being negatively evaluated by them and the anxious students are afraid to make mistakes in the foreign language.
2. The students had negative experience. For instance, their heart was breathed fast when teacher suddenly, asked them to come forward to tell something in English and irrational thinking. For instance, they got so nervous speaking in public and they just knew that people were thinking about how bad they were at speaking.

SUGGESTION

The teacher suggestion the teacher should give more attention and more game in the class. So, they would feel comfortable in the teaching and learning process.

The students suggestion is students should practice more in speaking English, memorized about vocabulary and tried to arrange or make a sentence. So, the students could decrease the anxiety when they are speaking English.

The researcher might get useful for the knowledge and hoped this research would be a reference of their research. As for some suggestion that need to be considered for the next researcher than those who are interested in researching about students' speaking anxiety that faced by the students are expected to study more sources as well as references. And also, to be aware of the collecting data the next researcher will use.

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