

POSSIBLE CAUSES ON STUDENTS' ANXIETY IN SPEAKING ENGLISH AT JUNIOR HIGH SCHOOL

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Abstract

Anxiety is a situation where a person is filled with feelings of tension, worry, and fear of something that will be faced. Everyone has experienced anxiety, including students. Usually, students' feelings of worry arise during the learning process. Anxiety in the learning process can be a serious obstacle when studying certain subjects. The researcher found a phenomenon that a student in the ninth grade of junior high school. The purpose of this study was to find out the problems that cause students' anxiety in discussing English and to find out the effect of students' anxiety in discussing English in nine grade of junior high school. In this study, researchers used descriptive research that concentrated on the description. In collecting the data researcher used two procedures. These are observation and interview. The creative findings from this research are some students that feel anxious because of the methods used by the teacher in learning, the learning is quite difficult and the teacher's status as the child of the head of the foundation influences students' concerns. And because the teacher is the son is the head of school foundation (*nyai*) and of course because doesn't have many vocabularies. The influence is both positive and negative. Negative is a state of anxiety, worry, and or fear that makes a person unable to perform certain tasks or functions in a situation, even traumatizing students. And positive students make more communicative and motivated students for learn.

Key words: Anxiety, Speaking English

Introduction

"Person's salvation is in guarding the tongue." This proverb immediately backfires for some people to speak carefully so as not to harm the interlocutor, this proverb will not always be true for students who are learning to speak a language effectively, of course because it will hinder their learning process such as creating their own fears. Liu (2006) argues that anxiety can result in a significant negative impact on student achievement in learning the target language or EFL.

According to Spielberg anxiety is subjective feelings of tension, apprehension, nervousness and worry by activation or arousal of the autonomic nervous system (Brown, 2007:161). Because it is a subjective feeling of nervousness and worry, everyone will surely experience different levels of anxiety depending on their personal situation. Students with

anxiety often experience high and uncontrollable worry about events which accrued in past or maybe happened in the future, they experience extreme worry about performing completely well, meanwhile they are so self-consciousness and often misinterpreted or overstated the importance of condition. (Sarah, 2014). It means that anxiety affect the learning process. Anxiety can have positive and negative impacts on the learning process. Anxiety in the learning process can be a serious obstacle when studying certain subjects. Subjects that often make students anxious is speaking English.

Therefore it this accordance with the findings of students who have difficulty in speaking English, as for teaching speaking, many teachers have tried hard to find solutions or ways out of these problems, namely by using effective methods for students, strategies, techniques, media and others so that education can run properly and in accordance with the actual educational goals. Although speaking skills are neglected in many tests, people still believe that the ability to speak the target language is a method to judge whether it is good or not teaching participants are successful in their learning process (Nunan, 1995).

There are several reasons why English speaking skills are very difficult for students to learn due to lack of awareness and motivation in them, and because speaking English is not tested structurally, Clifford (1987), argues that speaking English is not easy to assess objectively and takes time.

from previous research the researchers can get benefits with previous research, as for previous research many find the same results, namely students experience speaking anxiety second language acquisition(SLA), as opinion from santri e.p. djahimo a, dewi: (2018), Meihua Liu(2018), Kriangkrai Yaikhong1 & Siriluck Usaha: (2012) it can be revealed that students' anxiety definitely has an impact on their speaking performance and this becomes one of the reasons why they find it difficult to express themselves in English, low self-confidence, little/no preparation, little practice, fear of being the center of attention, task difficulty, a limited vocabulary, poor english and wrong pronunciation, anxiety seemed to have a negative effect on students' learning of spoken English. Alhaji Malah Galti(2017) motivation has been identified as one of the important factors in tackling speaking anxiety, he added that the student will also be affected its anxiety level with the help of motivation. And For English speaking anxiety, Udomkit (2003) states that communication anxiety is basic in English class at Signal School due to a lack of for students to participate in class communication, lack of confidence when communicating in English class.

However In learning to speak English, students majoring in English are often haunted by excessive things such worry. Students to be actually before entering the class, the students were already worried. The level of anxiety that students have is different. There are students who have a level more anxiety, so that when learning speaking takes place he will feel worried and afraid. Worry experienced by English students is caused by several things. That is because of the inability of students in speaking lesson and the methods used by lecturers and also the lack of mastery vocabulary, and social standing (*priyai*) also affect students in learning English. But most of the students were worried because of the method used by the lecturer.

METHOD

In this study, the researcher want to use a qualitative research approach because the research wants to understand or deepened a phenomenon that occurs in the community, where the researcher is the key instrument. Qualitative research aims to gain a deeper understanding of individual participants, including their perspectives, beliefs, and attitudes (Nassaji, 2015). The researcher used descriptive method because the researcher explained descriptively about student anxiety in speaking English. Mukhtar (2013) descriptive qualitative research method is a method used by researchers to find knowledge or theory of research at a certain time. So in this case the researcher used descriptive method.

PARTICIPANT

This research was conducted in teaching English the participants is 15 based on speaking English teaching for ninth grade of junior high school. the participants were one english teacher. they are English teachers at a Junior Hight School Miftahul Ulum Sumber Kembang Pamekasan, Palengaan, Jawa Timur, Indonesia. The participants were asked to speak English according to the material provided by the teacher. In addition, researchers also conducted classroom observations to get concrete the data.

DATA COLLECTION

To obtain the desired data, researchers used observation and interviews. Whereas in qualitative research. However, interviews are one of the most common and fundamental methods of gathering information Ary, et al (2010). In qualitative research, interviews will be useful, namely semi-structured, in order to obtain more concrete the data. And the observation is used non participant.

DATA ANALYSIS

data analysis is the exercise by which researchers systematically search for and control their data below to increase their understanding of the data and enable them to demonstrate what they learn to others Donald Ary (2010). After the data is obtained, the researcher processes the data using the steps below Matthew (1992).

a. Data reduction

Data reduction is a sensitive thinking process that really requires high intelligence and knowledge. In data reduction, researchers will be given directions on the goals to be pursued. In this case the researcher will collect data from interviews, observation. After that the researcher will reduce data that is not in accordance with the needs of the researcher. In this step, all data is obtained from interviews and then the researcher selects the appropriate data.

b. Display Data

Presentation of data that is often used is with dialogue that indicates the condition of the phenomenon resulting from the research. researchers will not

collect data after data reduction, after researchers analyze interviews, observations. Researchers dig data so that it is easily understood by researchers.

c. Drawing conclusion

The researcher wrote a resume based on the data the researcher obtained from notes, interviews and documentation. And the resume is the answer to the difficult research situation set forth in points.

FINDING

The researcher explained the results of observations and interviews related to student anxiety in Learning to speak English At SMP Miftahul Ulum Sumber Kembang. To receive data about anxiety the researcher conducted observations while the research students were in nine grade researcher was a non participant observer in English speaking class.

Researchers explain in three steps. The third step includes pre-educating, while educating, and post-educating steps. For more details about this, the researcher will explain the following:

1. The problems cause student anxiety in speaking English Class at Junior High School

a. the first observation

The researcher made the first observation on 4 October 2022. the researcher took part in the speaking English class from 08:00 to 09:30. there are three steps in the way speaking English learning works to describe and recognize students' anxiety in the speaking English class. the three steps include pre-educating, while educating, and post-educating. each step will be proven by the researcher as follows:

1) Pre-teaching

a). The teacher saying salam

b). Greeting and praying together before starting the class

Teacher: Good Morning, student.

Students: Good morning too, miss.

Teacher: How are you today every body?

Students: Alhamdulillah, we are fine, miss. How about you?

Teacher: I am great. Thank you.

c). The teacher check students' attendance

d). The teacher asks about the material previously. Teacher ask some students to remembered the material that have discussed last week.

f). The teacher give the information that the material will be discuss is about permission

1) While teaching

- a) The teacher start to choose a students to be a presenter and answer questions. So that The teacher choose mohammad ansori to be a presenter in front of his friends. He will explain about the material that the teacher want.
- b) The students namely Ansori presented about the permission he told about the use of asking permission, and Ansori also explained the word that usually used for asking permission. When Ansori explain his answer he feel so nervous and he can't explain clearly.
- c) After Ansori finished his presentation, then the teacher ask to students if they are have a questions or still don't understand about the material so, they can ask about it and will be answered by teacher.

2) Post Teaching

- a) The teacher provides conclusions about the material that has been discussed on that day.
- b) The teacher give homework by asking the students to study about next topic.
- c) The teacher Clouse the class and ask the students to pray together before go home in that time.

Teacher: I think enough for our studying today. Thank you for your good attention. See you next week. Assalammualaikum Wr. Wb..

Students: OK, miss. Waalaikumsalam Wr. Wb.

- d) The teacher leaves the class.

In the first observation, the researcher found that some students feel so anxious when speaking English class. When the teacher start to choose some students to be a presenter they feel so anxious. There is a student who feel so anxious because the student afraid the teacher mention student's name to be a presenter.

Based on the first observation the researcher also know from the students who doing their lesson they are feel so anxious in learning process. The students who feel anxious when they are presented their material they feel so nervous not self-confidence so, make their presentation not good enough. The level of anxiety that students have is different. The students who have a high level of anxiety they can't focus, can't relax and make they are feel afraid and so nervous when they are presentation like Ansori in that day.

b. The second observation

The researcher was conducted the first observation on 08 October 2022. The researcher joined speaking English class. The class starts at 07:30 until 08:30. There are three steps in speaking English learning process to describe and know about the students' anxiety in speaking English class. The three steps include the pre-teaching, while teaching, and post-teaching steps. Each step will be explained by the researcher as follows:

1) Pre teaching

- a) The teacher saying salaam
- b) Greeting and praying together before starting the class

Teacher: Good Morning, class.

Students: Good morning too, miss.

Teacher: How are you today?

Students: Alhamdulillah, we are fine, miss. How about you?

Teacher: I am good. Thank you.

- c) The teacher check students' attendance
- d) The teacher discusses material previously. Teacher ask some students to remembered the material that have discussed last day.
- e) The teacher tells the new material that will be discuss and give some questions about new material to be answered by students, the material is about conversation.

2) While teaching

- a) The teacher start to choose some students to be a presenter and answer questions. The teacher choose Muhammad gufron to be a presenter. he will explain about the topic.
- b) The students namely gufron presented the conversation that is about invitation. the researcher can know that he is so nervous when the lecturer mentioned his name to be a presenter. he is shock and he looks sobbing, he is afraid to be a presenter. When he presenting his topic he is so nervous. he try to be relax but he can't and he can't answer the question and the lecturer ask him to sit down.
- c) the teacher ask to students if they are have a questions or still don't understand about the material so, they can ask about it and will be answered by lecturer.

3) Post teaching

- a) The lecturer provides conclusions about the material that has been discussed on that day.

- b) The lecturer give homework by asking the students to study the material next topic.
- c) The lecturer close the class and ask the students to pray together before go home.

Lecturer: I think enough for our meeting today, don't forget to study hard, Thank you for your good attention. See you next week student. Assalamualaikum Wr. Wb..

Students: OK, miss. Waalaikumsalam Wr. Wb.

- d) The lecturer leaves the class.

From several students who came forward to present their answer, the researcher found that the students feel anxious when speaking english. When they present in front of their friends, the researcher saw that some of them look so nervous. The students who feel so nervous, they can't relax when present their material, it makes their presentation not good enough. The students who look so nervous it means that they are have high level of anxiety. So, when they are presentation they look not confidence, blank and make them forgot the material that already prepared to be explain. However, there are also students who feel anxious but they can relax when they are presentation, it means that they are have low level of anxiety.

There are some problems that cause students feel anxious when they are speaking English. To know that problems and to ensure the truth based on observations from the researcher during the process of research, the researcher conducted interviews with some students.

The researcher asked the students namely layli said that:

“When speaking english class was started, it feels like my anxious was getting worst because of Miss. kholilah often calls the students randomly to answer the questions. Even I prepare the material before but I still feel worried and anxious. I'm afraid when I presentation I answering the questions wrongly”.

From layli's statement it can be concluded there are some problems that make her feel anxious in speaking English class. The first is the method that used by the lecturer. Because Miss kholilah choosing students randomly to be a presenter, it makes students afraid that the lecturer will mention name's student to be a presenter. When they became a presenter they are afraid answering the questions wrongly even she prepare the material before, it means that they did not confidence.

The same problem with layli's, the reason students feel worried is because of the system implemented by the teacher. Is Anissulalah said that:

“Actually why do I feel so anxious in speaking class. because of the method used by the teacher during the lesson which suddenly appointed one of the students directly to present the speaking material that had been prepared. In addition, the teacher also asked a number of

questions if there were words or sentences that were not quite right so that it made me feel tense too. However, the teacher's comments in asking questions were quite effective because they invited me to think deeper and to master speaking material. And also I don't have to much vocabularies "

From the interview results between the researcher and Anis, the researcher concluded that there were several reasons why Anis was worried. Except for the system implemented by the lecturer, Anis also felt doubts when introducing speaking English, the lecturer spontaneously asked questions if there were words or sentences that didn't quite fit.

The researcher also asked same questions to another students namely Salman said that:

"I feel worried because lesson speaking English is one of the most difficult lessons and also because the teacher will appoint students to appear in front of the class and I don't have enough preparation for the presentation. and I feel nervous because the teacher is the son of the school leader so I feel more nervous and awkward".

From Salman's statement above, the researcher concluded that the reason Salman was worried was because he thought speaking English class was a difficult subject and he was also afraid that the lecturer would choose him to be a presenter because he did not have sufficient preparation to become a presenter and because the teacher is the son of the school leader so he feel more nervous and awkward.

The researcher also asked same question to other students namely Alvia, Alvia said that:

"I feel afraid because speaking English is a difficult subject and I find it difficult to explain the material. I'm also really uncomfortable because he's the daughter of the head of the foundation I doubt it so make me shy and shut up"

The researcher also asked same question to other students namely Adit, Adit said that:

"I always feel worried and afraid because I'm afraid Miss Holilah will suddenly call my name to come forward to speak on the material in front. When I became a presenter I was afraid that the material I was presenting would not suit the intended teacher or that I would not be able to answer the questions the teacher give me and because I have little bit vocabularies".

Based on some of the student statements above, it can be concluded that there are some problems that make students feel worried when showing English speaking material. Most of the students interviewed by the researcher answered the problem of why they felt strong because of the system implemented by the lecturer. When students teach English chat the teacher points at random and it makes students angry and insecure. The second problem was that some students said that speaking English was a rather difficult subject and the third student was difficult because students also had little vocabulary so that when students became presenters they were afraid they could not answer the questions and answered the questions

wrong. the empathy is because the teacher who speaks English is the child of the head of the foundation so that students are doubtful (*nyai*).

2. The effect of students anxiety in speaking English at junior high school.

In general, anxiety has a lot of importance for students. It can be negative or positive. To find out students' anxiety in speaking English, the researcher conducted interviews with some of the ninth grade students at Miftahul Ulum Sumber Kembang.

The first interview, the researcher asked to wahdiyah, she said that:

“The effect of my illness in speaking class was that I would forget a little the material I had prepared long ago. Apart from that, because I feel anxious, it makes me study hard to prepare for learning to speak English”

The second interview with Anissulala, Anis said that:

"The impact of anxiety is that I cannot explain speaking material clearly, even though I study hard before entering class but I am still aggressive and cannot explain clearly."

From the opinion of wahdiyah and Anis, it can be stated that anxiety has a negative impact and a positive impact on both of them. The negative consequence is that it makes them forget the speaking English material that will be proven and makes them unable to reveal material that speaks openly. And the positive impact of anxiety for them is that their anxiety can provide motivation to learn to be more motivated.

The third interview with Gufron, he said that:

“It feels like when I'm describing the material, I feel like I'm losing confidence, sometimes empty and depressed, I don't know exactly why I feel that way.”

The fourth interviews with ansori, ansori said that:

“The effects of anxiety leave me blank, unable to communicate and answer questions. In the end, I was really traumatized by the incident that scared me.”

The sixth interview alvia, she said that

"Because my anxiety made my presentation not run smoothly and made me worry when I explained the topic."

From the statement above, anxiety can have a negative impact on some students. This can be a serious problem for some students who have a high level of anxiety, such as Gufron, Ansori. Anxiety can make them feel depressed and in shock at times. In addition, some great people say that anxiety makes students feel anxious and insecure when they give presentations. This makes students forget about the material that has been prepared by students and makes the presentation not run smoothly. The students also found it difficult to understand the speaking English material. Sometimes students who experience anxiety cannot speak and will

remain silent in front of the class even though they know the answer but they feel inferior and afraid of answering the wrong questions.

Discussion

1. The problems cause the students anxiety in speaking English at ninth grade of junior high school miftahul ulum sumber kembang.

so that anxiety is a person's feeling when feeling anxious, worried and afraid when facing something. Anxiety is commonly resolved in the course of language learning. Anxiety in learning can affect the way students learning. Based on Spielberger's (1996) statement that someone who feel anxiety will feel worried and even afraid. and this is in accordance with Spielberg's opinion that anxiety is a subjective feeling of tension, fear, nervousness and worry with activation or stimulation of the autonomic nervous system, Brown (2007).

In speaking English class, specially ninth grade students feel anxious. The students felt tense and anxious when they were presented in speaking class. Based on the interviews conducted by the researcher, there are several dilemmas that make students feel anxious in the speaking English class.

- a. The method that used by the teacher. The students the class feel anxious because the teacher appointing or show the students directly to come forward to be a presenter.
- b. English speaking is difficult subject the students hard to understand the lesson of speaking English. So that, they are afraid not being able to answer the questions and answer the question wrongly so that feel not confident.
- c. The student doesn't have many vocabularies so that the student can't explain well because the vocabularies is low.
- d. because the teacher is the son of the head of the school foundation (*nyai*).

2. The effect of students' anxiety in speaking English at ninth grade of junior high school.

Anxiety can be a serious pathway for students because feelings of anxiety become a hindrance to students' abilities. Based on the interview results, there are several effects of students' anxiety in speaking English. like positive or negative impact from the results of interviews with several students.

1. negative impact on some students, Students said that anxiety can be a serious problem, anxiety can make them feel depressed and traumatized at that time and in that lesson too. and create self-doubt so that students forget about the material that was prepared long ago, thus making the presentation not as expected. sometimes students who feel disappointed they cannot speak fluently when the teacher asks a question even though they know the answer, sometimes they are also afraid of the wrong answer. Horwitz, and Cope (1986)

state that anxiety is the main dilemma that must be resolved in learning to dialogue in another language.

From the negative impacts mentioned above, it means that students have anxiety which is negatively affected by student behavior which is often characterized by task avoidance. Debilitative anxiety is a state of anxiety, worry, or fear that makes students unable to perform tasks or not function in a situation Douglas Brown(2007).

2. positive impact on students this is called bidding anxiety. Facilitative anxiety is that some concern, some fear, of the task that should be done is a positive factor Douglas Brown (2007). Facilitative is one of the keys to success which is closely related to competitiveness. Facilitative anxiety can encourage students to study harder. From the point of interviews with students, the researcher got a point that anxiety can give a positive impact for student. From their anxiety it can give a student motivation to study harder about speaking English material. The student make a preparation about English material before entering the class.

CONCLUSION

Based on the results of research that has been carried out by researchers at the research location and the research findings and discussion that have been found, the researcher can therefore draw the following summary:

1. The problems cause the students anxiety in speaking English at ninth grade of junior high school.

The researcher concludes that there are four problems that cause students' anxiety in speaking English. The first is the method used by the teacher. When teaching speaking the teacher immediately appoints several students to be future presenters, this surprises the students and they feel insecure about being presenters. second is that some students say that speaking English is a difficult subject and students find it difficult to answer the teacher's questions when presentation .Tati & Golingi (2016), state that speaking activities such as 'presentations' using the target language are a source of student anxiety.The third student doesn't have many vocabularies so that the student can't explain well because the vocabularies is low. The last because the teacher is the son of the head of the school foundation (nyai) they feel shy and shut up . and it's relevant with Indrianty (2016), communication apprehension is the fear of actual or anticipated communication with other individuals, and it is a behavioral trait related to the psychological construction of shyness and silence.

2. The effect of students' anxiety in speaking English at ninth grade of junior high school.
a. negative impact on some students, Students said that anxiety can be a serious problem, anxiety can make them feel depressed and traumatized at that time and in that lesson too. and create self-doubt so that students forget about the material that was prepared long ago, thus making the presentation not as expected. sometimes students who feel disappointed

they cannot speak fluently when the teacher asks a question even though they know the answer, sometimes they are also afraid of the wrong answer.

b. Positive impact From the point of interviews with students, the researcher got a point that anxiety can give a positive impact for student. From their anxiety it can give a student motivation to study harder about speaking English material. The student make a preparation about English material before entering the class. Although motivation is a crucial element that can influence the success or failure of the learner on the teaching process, especially in learning English as a foreign language (Lightbown 1999).

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