Students' Speaking Anxiety in Eleventh Grade at Bina Insan Mandiri Vocational High School, Banjarsari Lebak

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Abstrak

Bahasa dianggap sebagai sistem komunikasi dengan orang lain menggunakan suara, simbol, dan kata-kata dalam mengekspresikan makna, ide, atau pemikiran. Berbicara adalah tindakan menyampaikan informasi atau mengungkapkan ide dan perasaan dalam bahasa Inggris lisan. Penelitian ini menjelaskan tentang analisis kecemasan siswa dalam berbicara bahasa Inggris di kelas sebelas Sekolah Menengah Kejuruan Bina Insan Mandiri Lebak pada tahun ajaran 2023/2024. Dalam penelitian ini, peneliti menggunakan pendekatan kualitatif sementara metode penelitian akan menggunakan metode kualitatif deskriptif. Peneliti akan melaksanakan langkah-langkah penelitian, yaitu proses pengumpulan data, reduksi data, penyajian data, dan penarikan kesimpulan serta verifikasi. Ada tiga jenis kecemasan siswa dalam berbicara bahasa Inggris di Kelas Sebelas Sekolah Menengah Kejuruan Bina Insan Mandiri Banjarsari Lebak, yaitu Kecemasan Situasional, ketika siswa merasa panik dan mungkin stres ketika mereka ingin berbicara dalam bahasa Inggris, Kecemasan Sifat, ketika siswa merasa gugup ketika mereka tidak mengerti penjelasan guru, dan Kecemasan Situasi-Spesifik, ketika siswa harus melakukan ujian tentang berbicara. Ada tiga faktor yang menyebabkan kecemasan siswa dalam berbicara bahasa Inggris di Kelas Sebelas Sekolah Menengah Kejuruan Bina Insan Mandiri Banjarsari Lebak, yaitu kecemasan komunikasi, di mana siswa tidak dapat berbicara bahasa Inggris karena mereka memiliki sedikit pengalaman dengan bahasa Inggris dan tidak selalu berlatih bahasa Inggris, kecemasan tes, di mana siswa merasa cemas karena mereka harus melakukan tes yang ditugaskan guru kepada mereka, dan ketakutan akan evaluasi negatif ketika siswa takut dinilai negatif oleh guru mereka dan ditertawakan oleh teman sekelas mereka jika mereka membuat kesalahan saat berbicara bahasa Inggris.

Kata Kunci: Sistem Komunikasi Bahasa, Kecemasan Berbicara

Abstract

Language is considered to be a system of communicating with other people using sounds, symbols and words in expressing a meaning, idea or thought. Speaking is the action of convey information or expressing the idea and feelings in spoken English. This research explained about analysis the anxiety students' speaking in English at the eleventh grade of Vocational High School Bina Insan Mandiri Lebak in the academic year of 2023/2024. In this research, the researcher use qualitative approach while the research method will use descriptive qualitative method. The researcher would carry out the steps of the research, namely the process of data collection, data reduction, data display, and drawing conclusions and verification. There were three types of student anxiety in speaking English at the Eleventh Grade of Vocational High School Bina Insan Mandiri Banjarsari Lebak, they are State Anxiety, when the students feel panic and may stress when they want to speak in English, Trait Anxiety, when the students feel nervous when they do not understand the teacher explanation, and Specific-situation Anxiety, when the students should do examination about speaking. There were three factors caused the students anxiety in speaking English at the Eleventh Grade of Vocational High School Bina Insan Mandiri Banjarsari Lebak, they are communication apprehension, where the students could not speak English because they have little experience with English and do not always practice English, test anxiety, where the students feel anxious because they have to do the test that the teacher assigns to them, and fear of negative evaluation when the student are afraid of being judged negatively by their teachers and of being mocked by their classmates if they make mistakes when speaking English.

Keywords: Language Communication Systems, Speaking Anxiety

Introduction

Language is considered to be a system of communicating with other people using sounds, symbols and words in expressing a meaning, idea or thought. In Indonesia, English is the first foreign language which has played important roles in the development of Indonesia it is use as a means of communication when Indonesia wants to cooperate with other countries. Accordingly, Indonesian government has definite that English is one of subject curriculums in Indonesian school. It becomes a local subject in Elementary School, includes subject in Junior High School, Senior High School and subject of the higher education institution. It is hoped that Indonesian students can master English through at their education.

English as a foreign language is extensively used in education system in Indonesia from the primary up to higher level. The main goal of learning English is to enable students to communicate in English. Therefore, they must be able to use English to convey the message accurately and smoothly, so that the message can be received correctly. In short, the students should be able to use English in communication in daily life.

In learning English, there are four skills that are needs to be mastered by students. They are listening, speaking, reading and writing. According to Richards & Rodgers in Leong and Ahmadi, (2017) (one of them is speaking, speaking as productive skill. Speaking is the productive skill that the students can produce the text and it should be meaningful. The most often the first impression f a person is base on the students' ability to speak fluently and that is an important part of everyday interaction. Moreover, Richard (2012) states that speaking is one of the central elements of communication in English teaching; it is an aspect that needs special attention and instruction. However, from students teaching process there are many problems in mastering speaking.

According to Rozakis, (2018) there square measure ten excuses utilized by folks to avoid speaking before of the audience. They avoid speaking before of the audiences due to

mastering the subject, brooding about mocking by friends, having a nasty temporal arrangement, feeling embarrassed, feeling nervousness, feeling concern of the accent, having a physical distressful, having unhealthy memorizing, and thinking an excessive amount of regarding the audience attention. Even publicly speaking, most of scholars do speaking within the category even have nearly same reasons.

Most of the obstacle reasons mentioned above is included in affective factor. Tuan (2015:34-51) sates having low motivation, lack of self-confidence and feeling anxiety are included in affective factors. One of the affective factors which often happen while speaking performance is speaking anxiety. It may be a big role in speaking while the students do their speech in front of many people. Even though the speaking anxiety in speaking is a common fear among students, many teachers do not pay attention about it. They only focus on the accuracy and fluency of students' speaking ability without considering the affective factors. If the teachers do not pay attention to students' speaking anxiety, it will affect students' prestige and achievement.

Anxiety harms students' performance by way of worry, self-doubt, and reducing participation. In addition, according to Krashen (2011 :85), debilitating anxiety can raise the effective filter and form a 'mental block' that prevents a comprehensible input from being used for language acquisition. Anxious students will have difficulties in following lessons and their speaking.

According to Saito (2015:239-249) that students feel anxious regardless of their preparation of learning that language; like wondering about what other might think of them when they perform their English, the familiarity of the topic used in English learning, how low their achievement could be, etc. Whatever the cause, whatever the level of anxiety, we can be sure of one thing: anxiety will affect students' performance.

Base on the researcher experience during practice teaching in Senior High School of Bina Insan Mandiri, the researcher found signs of anxiety among the students. Many of them got nervous, created avoidance and reduced participation in the classroom. They were afraid and shy to practice with the target language, in this case the target language is English, because they were worried about making mistake. One of them thought if he/she made mistake, the teacher would get angry and his/her peers would ridicule him. So he/she preferred to be quiet and sit passively.

While some of them also believed that English was a difficult subject. Such beliefs can affect their self-esteem and lead them to feel worry in classroom. In the end, when they were asked to practice, they started to stutter. Moreover, some of them were unable to produce the sound or intonation even after a number of repetitions because they were not sure if they can practice their English. It was quite hard for the writer to do proper learning activities with them.

Considering the facts above, the researcher analyzed the problem that found in the situation field. The researcher collected data by observing students anxiety in speaking performance, why they get anxiety situation when they speak English. Once language anxiety has evolved into a lasting trait, it has pervasive effects on language learning and performance. the researcher believes that some efforts are needed to solve the problem in the English teaching and learning processes especially in the teaching of speaking.

Methods

In this research, the researcher use qualitative approach while the research method will use descriptive qualitative method. The researcher would carry out the steps of the research, namely the process of data collection, data reduction, data display, and drawing conclusions and verification. Based on the results of interviews with English teachers at SMK Bina Insan Mandiri Lebak, the data sources in this study were students of class XI Accounting program (AKL), totaling 45 students. Given the limited time of the study, the focus of the research is 5 students out of 45 students who will be the research subjects with details of 5 active students, 5 moderate students and 5 less active students. One of the characteristics of qualitative research is that the researcher acts as an instrument which include observation, interview and documentation.

Discussion

In this section, the researcher will discuss the research findings. There are two issues in this study. The first discussion about the types of speaking anxiety experienced by students, and the second focuses on the factors that contribute to students' speaking anxiety.

Types of anxiety do students experience in speaking English at the Eleventh Grade of Vocational High School Bina Insan Mandiri Banjarsari Lebak. This section contains a discussion of research results. In this study, two research questions were asked. Anxiety at the Eleventh Grade of Vocational High School Bina Insan Mandiri Banjarsari Lebak.became the topic of this research. In this scenario, at the Eleventh Grade of Vocational High School Bina Insan Mandiri Banjarsari Lebak examines these elements when learning English. According to the results of the study, observations and interviews showed that students' feelings of anxiety when speaking English at the Eleventh Grade of Vocational High School Bina Insan Mandiri Banjarsari Lebak were very diverse. This has also been stated by the head of Vocational High School Bina Insan Mandiri Banjarsari Lebak.

There are three types of students who are concerned about learning English at the Eleventh Grade of Vocational High School Bina Insan Mandiri Banjarsari Lebak. The anxiety they have is:

State Anxiety, most students have problems with their speaking skills, which can be seen when they speak, such as nervousness, stress, and lack of confidence. The results of the study show students feel panic and stress when they want to speak English. The eight students interviewed they are experienced the type of anxiety. It was also supported by the results of teacher interviews which stated that.

Trait anxiety, where students feel anxious when students can't understand the teacher's explanation. The results showed that from eight students interviewed there were four students who stated that the felt anxious when they did not understand the material presented by the teacher then they would feel anxious when they had to explain the material in front of the class. The teacher also stated that students looked anxious when they had difficulty understanding the material given to be practiced in front of the class. and they always ask to be explained

Specific situation anxiety occurs when a student is required to take a speaking test. two students expressed anxiety when they had to take a speaking test in front of the class by

telling their personal experiences in front of the class. The teacher also stated that students looked anxious when there was a speaking test in front of the class.

According to the research findings, the researcher will discuss the types of anxiety according to Spielberger's theory, which include state anxiety, trait anxiety, and specific situation anxiety that found at the Eleventh Grade of Vocational High School Bina Insan Mandiri Banjarsari Lebak in the questionnaire, it was found that 15 respondents who have filled out the questionnaire, 7 of whom fall into the trait anxiety category, 4 respondents experience situation specific anxiety, and 4 respondents experiences state anxiety.

State anxiety according to Spielberger (1972) is a type of anxiety that is temporary and specific to a particular situation. State anxiety is temporary anxiety that comes about in certain situations and usually goes away after the situation has ends. Individuals experiencing state anxiety may feel restless, tense and worried in certain situations. However, this anxiety does not last for a long period of time and does not significantly affect the individual's daily life. In the questionnaire results, 4 out of 11 respondents reported experiencing state anxiety. This indicates that the individual is likely to experience temporary anxiety in certain situations.

Trait anxiety can be defined as the possibility of an individual being anxious in any situation (C. Spielberger, 1983). Trait anxiety is anxiety that is more persistent and inherent to an individual's personality characteristics. Individuals with trait anxiety tend to have a tendency to feel anxious and worried in general, not just in certain situations. This anxiety can affect various aspects of an individual's daily life. In the questionnaire results, 7-12 out of a total of 8 respondents reported experiencing trait anxiety. This suggests that the majority of respondents in this class have a tendency to feel anxious in general.

According to Spielberger (1983) state that "Situation-specific anxiety is defined as an individual tendency to be anxious in a particular time and situation". Situation-specific anxiety is anxiety related to a specific situation or object. Individuals who experience this anxiety may feel anxious or worried when they are in certain situations, such as public speaking, facing an exam, or interacting with strangers. In the questionnaire results, 3 respondents reported experiencing specific situation anxiety. This suggests that a small proportion of this class experience anxiety that is limited to specific situations, compared to the more generalized trait anxiety.

Then based on the interview, the researcher will discuss the types of anxiety according to Spielberger's theory, which include state anxiety (situational), trait anxiety (personality characteristics), and specific situation anxiety. Next, the researcher will compare these findings with the results of interviews conducted with 15 respondents. In the interviews, it was found that 7 respondents experienced trait anxiety, 4 respondents experienced specific situation anxiety, and 4 respondents experienced state anxiety.

State anxiety according to Spielberger (1972) is a type of anxiety that is temporary and specific to a particular situation. State anxiety, also known as situational anxiety, is anxiety that arises in response to a specific situation and tends to pass after the situation has ended. To explore state anxiety, the first question asked to respondents based on Spielberger's theory was, "Do you often feel anxious and worried when speaking English in class? If yes, why?". In the interview results, 4 out of 11 respondents reported experiencing state anxiety when speaking English in class. Some of the reasons mentioned were the fear of making mistakes that affect their grading, feeling unconfident in communicating in English, or

concerns about classmates' responses. This shows that the situation of speaking English in class triggers state anxiety in a minority of the respondents.

Trait anxiety can be defined as the possibility of an individual being anxious in any situation (C. Spielberger, 1983). Trait anxiety is anxiety that is more persistent and inherent to an individual's personality characteristics. To explore trait anxiety based on Spielberger's (1983) theory, the second question posed to the respondents was, "Do you tend to feel anxious and worried in general in class? If so, why?". In the interview results, 7 respondents reported experiencing generalized trait anxiety in the classroom. Some of the reasons mentioned were pressure to achieve good results, feeling insecure about actively participating in class discussions, or fear of judgment from classmates. This suggests that most of the respondents in this sample group have a tendency to feel generalized anxiety and worry in the classroom.

According to Spielberger (1983) state that "Situation-specific anxiety is defined as an individual tendency to be anxious in a particular time and situation". Specific situation anxiety is anxiety related to a specific situation or object. To explore specific situation anxiety based on Spielberger's theory, the third question asked to the respondents was, "Are there specific situations that make you feel anxious or worried when speaking in front of the class? If so, how do you deal with the anxiety and what do you do to feel more confident?". In the interview results, 4 respondents reported experiencing specific situation anxiety when speaking in front of the class. Some of the situations mentioned included presentations, speeches or large group discussions. Respondents who experienced this anxiety noted various coping strategies, such as thorough preparation beforehand, intensive practice, or the use of relaxation techniques. This shows that specific situations when speaking in front of a class trigger anxiety in some respondents, but they also find ways to overcome the anxiety and increase their confidence.

Factors causing the students' anxiety in speaking English at the Eleventh Grade of Vocational High School Bina Insan Mandiri Banjarsari Lebak.

Three factors that contribute to students' anxiety about learning English in class at the Eleventh Grade of Vocational High School Bina Insan Mandiri Banjarsari Lebak they are: Communication apprehension, where students can't speak English because they have little experience with the language and don't always practice it, this is shown from 3 student statements that they find it difficult to understand because their English is weak. The teacher also explained that they were afraid because they were not confident, did not master a lot of vocabulary and found it difficult to assemble sentences.

Test anxiety, where students are anxious because they have to complete the test given to them. from the results of the study there were statements that showed that they were afraid because they could not speak English properly when there was a speaking test. The teacher also stated that the students looked unprepared when the evaluation was going to be held.

Fear of negative evaluation, where students are afraid that the teacher and their friends will laugh if students fail the exam. based on the results of the research students feel afraid if they make mistakes in front of the class and the theme laughs or mocks them and students are also afraid if they get bad grades from the teacher when speaking in front of the class.

There are several solutions from the teacher to overcome student anxiety, among others, namely, anxiety is something that occurs spontaneously in each individual so it

cannot be prevented. To reduce anxiety, the teacher provides support and motivation so that students are confident and do not need to be afraid if they make mistakes when speaking. practice before moving forward, and make small notes for difficult sentences. But all of these things are not entirely able to overcome anxiety. Anxiety must be overcome from within yourself.

The teacher advises students to always be confident when they come to the front of the class even though they are wrong,but I always convince students to speak English as best they can. Because if I just stay silent, I won't know how far the development of English is. I told them to make small notes for difficult words, suggesting that they practice first at home or talk to one of their classmates before advancing. I also suggest turning your eyes to look straight ahead and not looking at your friends.

After discussing the research findings regarding the types of anxiety experienced by students in speaking English, the researcher now presents the findings regarding the factors that cause students' anxiety in speaking English based on Horwitz et.al (1986) which states that there are three main factors that trigger speaking anxiety, namely communication apprehension, test anxiety, and fear of negative evaluation. The researcher obtained the data of this finding from observation, questionnaires and interviews.

Based on the results of observations of each factor of student speaking anxiety, namely communication apprehension, test anxiety, and fear of negative evaluation based on Horwitz's theory found in this class. Based on the data from the first, second and third meetings provided, the researcher will discuss the presence of these factors in the context of English learning activities.

Based on the data of the first meeting that has been taken, there are indications of the speculation anxiety factors according to Horwitz. Communication apprehension was seen in the students' silence when asked in English, while fear of negative evaluation was seen in the confusion in the groups about who would read out their work. The test anxiety factor was not evident in the context of this meeting. In the context of English learning, it is important for teachers to understand and address these speaking anxiety factors, so that students can feel more confident in communicating in English and expressing their opinions.

Based on observations in the second meeting, there are factors of speculation anxiety that affect students. The anxiety such as nervousness, embarrassment, doubt, and worry, as well as difficulty in expressing ideas, indicate the presence of communication apprehension in students. These factors can affect students' ability to speak in English and hinder them in expressing their thoughts and ideas. It is important for teachers to understand and address these speculation anxiety factors, as well as provide motivation and support to students so that they can feel more confident and motivated to speak in English in the next meeting.

Based on Horwitz's theory, the factors of speculation anxiety that emerged in the third meeting, such as communication apprehension, fear of negative evaluation, and test anxiety, were in accordance with the predictions of the theory. It was seen that some students experienced communication apprehension, which is anxiety or fear when communicating in English in front of the class. In addition, there is also a fear of negative evaluation from others. Although not directly related to the test, in the context of learning English in front of the class, some students showed symptoms of test anxiety. They feel anxious and worried when asked to read and present their group work in front of the class.

They feel pressure to perform well and avoid mistakes. This factor reflects the presence of test anxiety in students. This can be seen from the attitude of students who are afraid of making mistakes when speaking in English. They feel worried that they will be judged or evaluated negatively if they make mistakes in speaking. This shows that speculation anxiety is a common phenomenon among students in learning English in front of the class. It is important for teachers to understand and accommodate these factors so that students can overcome anxiety and develop their speaking skills better.

Based on the results of the Total Score and Categorization of Speaking Anxiety Factors table, it can be seen that there are several factors that affect students' speaking anxiety based on Horwitz's theory, namely communication apprehension, test anxiety, and fear of negative evaluation.

According Horwitz (1986) test anxiety is defined as a type of performance anxiety that comes from the fear of failure in foreign language acquisition. Based on the data, there were 4 respondents who have a low level of test anxiety factor, 9 respondents have a medium level of test anxiety, and 2 respondents have a high level of test anxiety factor.. The test anxiety factor reflects students' anxiety towards evaluations or tests. In the context of English learning in front of the class, students who experience test anxiety may feel anxious and worried when asked to read or present their work. They may feel pressure to perform well and avoid mistakes. This is in line with Horwitz's theory which identifies test anxiety as a factor influencing speaking anxiety.

According Horwitz (1986) fear of negative evaluation is defined as the act of avoiding evaluation situations. Based on the data, there were 2 respondents with low scores, 11 respondents had medium scores, and 2 respondents had high scores in fear negative evaluation. The fear negative evaluation factor reflects students' fear of negative evaluation from others. Students who experience fear negative evaluation may feel afraid of making mistakes or being judged if they speak in English in front of the class. This is in accordance with Horwitz's theory which identifies fear negative evaluation as a factor affecting speaking anxiety.

Based on the results of the three interview questions that have been conducted, it can be seen that the factors of communication apprehension, test anxiety, and fear of negative evaluation play a role in causing anxiety in speaking English in front of the class. This factor is in line with Horwitz's theory. In answering the first question about communication apprehension, some respondents stated that they felt nervous when they did not understand every word spoken by the teacher in English. This indicates anxiety in dealing with difficult or unfamiliar communication situations. The communication apprehension factor in this context can be related to the fear of difficulty understanding and responding to conversations in English. Uncertainty and worry about making mistakes or not understanding correctly can increase this anxiety.

The second question on test anxiety highlights whether respondents tremble when they know they will be called upon to speak English. Some respondents felt anxiety and fear before or when asked to speak in front of the class. Test anxiety in this context relates to the fear of evaluation or judgment that may occur when speaking English. A sense of pressure to perform well and worry about making mistakes can increase this level of anxiety.

The third question revealed whether respondents were afraid that other students would laugh at them when speaking English. This reflects the fear of negative evaluation from others, which can affect the level of confidence in speaking English. Some students said the

fear of being bullied or poor judgment from classmates can trigger anxiety in speaking situations in front of the class especially speaking English.

Conclusion

The findings suggested that the students' anxiousness in speaking English at the Eleventh Grade of Vocational High School Bina Insan Mandiri Banjarsari Lebak may be observed below: There were three types of student anxiety in speaking English at the Eleventh Grade of Vocational High School Bina Insan Mandiri Banjarsari Lebak, they are State Anxiety, when the students feel panic and may stress when they want to speak in English, Trait Anxiety, when the students feel nervous when they do not understand the teacher explanation, and Specific-situation Anxiety, when the students should do examination about speaking. There were three factors caused the students anxiety in speaking English at the Eleventh Grade of Vocational High School Bina Insan Mandiri Banjarsari Lebak, they are communication apprehension, where the students could not speak English because they have little experience with English and do not always practice English, test anxiety, where the students feel anxious because they have to do the test that the teacher assigns to them, and fear of negative evaluation when the student are afraid of being judged negatively by their teachers and of being mocked by their classmates if they make mistakes when speaking English.

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