

STUDENTS' ANXIETY IN SPEAKING ENGLISH AT EIGHTH GRADE STUDENTS OF SMP NEGERI 3 DHARMA CARAKA TELUKDALAM

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Abstract

This research aimed at analyzing the students' anxiety in speaking English. This research was designed in qualitative research with descriptive approach. The data of this research was gathered through observation, and interview. The procedures used during analyzing the data were reading/memoing, describing, classifying. The result of this research showed that the anxiety experienced by eighth grade students of SMP Negeri 3 Dharma Caraka Telukdalam were communication apprehension, test anxiety and fear of negative evaluation. The students' anxieties were caused by four internal factors and five external factor. The internal factors were lack of confidence, shyness, lacks of motivation and fear of making mistake. The external factors were lack of preparation, limited vocabulary, grammatical error, friends/ classmate and embarrassment. Therefore, it can be concluded that anxiety and factors caused it influenced students' ability in speaking English. It is suggested to English teacher to apply interesting methods to teach English speaking skill for students to avoid students' anxiety in speaking English, and the teacher should create comfortable speaking class situation so that students can follow the speaking learning process.

Key words: *Speaking; performance; anxiety*

Abstrak

Penelitian ini bertujuan untuk menganalisis kecemasan siswa dalam berbicara bahasa inggris. Penelitian ini dirancang dengan penelitian kualitatif dengan pendekatan deskriptif. Data penelitian ini dikumpulkan melalui observasi dan wawancara. Prosedur yang digunakan dalam menganalisis data adalah membaca/memoing, mendeskripsikan, mengklarifikasikan. Hasil penelitian ini menunjukkan bahwa kecemasan yang dialami oleh siswa kelas VIII SMP Negeri 3 Dharma Caraka Telukdalam adalah kecemasan komunikasi, kecemasan menghadapi ujian, dan ketakutan akan evaluasi negatif. Kecemasan siswa disebabkan oleh empat faktor internal dan lima faktor eksternal. Faktor internal yaitu, kurang percaya diri, malu, kurang motivasi, dan takut melakukan kesalahan. Faktor eksternal yaitu, kurang persiapan, kosakata terbatas, kesalahan tata bahasa, teman kelas, dan keadaan memalukan. Oleh karena itu, dapat disimpulkan bahwa kecemasan dan faktor penyebabnya mempengaruhi kemampuan siswa dalam berbicara bahasa inggris. Disarankan kepada guru bahasa inggris untuk menerapkan metode yang menarik untuk mengajarkan keterampilan berbicara bahasa inggris bagi siswa untuk menghindari kecemasan siswa dalam berbicara bahasa inggris, dan guru harus

menciptakan suasana kelas berbicara yang nyaman agar siswa dapat mengikuti proses pembelajaran berbicara.

Kata kunci: *Berbicara; keterampilan; kecemasan*

A. Introduction

Language is a tool used to shape the mind and feelings, desires and deeds, and through language people can interact to others and express opinion. One of the popular languages in the world is English.

Today, English has become the international language for communication around the world. In Indonesia, English as a foreign language and it is taught from kindergarten until university level. Therefore, English is important thing to be learned and practiced for speaking in daily communication.

Speaking is one of the most important skills to be mastered by students in English, because speaking is a way to build a communication. It is used to share meaning through the use of words. It means that speaking is common activities in daily life and it is a way for students to express their knowledge to share their feeling. According to Richards and Willy (2002:210) stated that speaking is one of the central elements of communication. It means that speaking is very essential and someone can express his or her feeling, emotion, and idea by speaking.

Furthermore, speaking English is not easy because students have to speak in a new language with high self-confidence. Many students still feel anxious in speaking. This is due to ability of grammar and vocabulary that students still have much lack so that students' self-confidence become disturb, and the students feel uncomfortable to talk because they are

afraid of making mistakes in speaking English because when they do mistake, their friends will laugh and criticize them.

In addition, speaking is one of the problem encountered the Eighth grade students of SMP Negeri 3 Dharma Caraka Telukdalam. Where the students had anxieties in speaking English. Anxiety harms students' performance by way of worry, self doubt, and reducing participation. Bourne (2010:6) stated that anxiety is physiological, behavioral, and also psychological reaction all in one.

Besides that, based on the preliminary study done by the researcher, researcher found that the Eighth grade students of SMP Negeri 3 Dharma Caraka Telukdalam have the anxiety in speaking English. After asking the permission from headmaster of the school, the researcher did the preliminary study. Researcher did the interview toward the eighth grade students and also the English teacher. Based on the result from un structure interview that researcher did into teacher and also toward Eighth Grade students SMP Negeri 3 Dharma Caraka Telukdalam, the researcher found that students were anxious in speaking. Some students are still getting hard to speak in English, they feel shame to speak. They are afraid to say what they want to say and they are not confident to speak. Because of these phenomena, students could not achieve the minimum learning achievement. Researcher concluded that students' anxiety makes them get hard to master speaking skill and it makes them hard to achieve the

minimum learning achievement of the school.

According to Horwitz (1986:127) that the anxiety faced by students in speaking English consist of communication apprehension, test anxiety and fear of negative evaluation.

Putra (2018:48) stated that the anxiety in speaking English can be caused by many factors. It might be internal factors and external factors. Internal factors consist of fear of making mistake, shyness, lack of confidence, lack of motivation and external factors consist of embarrassment, limited vocabulary and grammatical error.

Based on the some fact that has been mentioned, it is needed a new investigation, this research was continued under the title; **"Students' Anxiety In Speaking English At Eighth Grade Of SMP Negeri 3 Dharma Caraka Telukdalam"**.

The objectives of the research here :

1. To find out the students anxiety in speaking English at Eighth grade of SMP Negeri 3 Dharma Caraka Telukdalam.
2. To find out the factors caused the speaking anxiety at Eighth grade of SMP Negeri 3 Dharma Caraka Telukdalam.

By conducting this research, it is expected to have significances both of theoretically and. Theoretically, is expected to be a basic for further research to know the students' anxiety in speaking English, and expected to be reference to the other researcher who wants to study about anxiety process in speaking English as second language acquisition. Practically, it is expected to be support information about the factors influenced students' anxiety in speaking English. It is useful

to the English teacher, students, and another researcher. Firstly, for English teacher, it can used to get information and reference to find out about students' anxiety and factors cause it at eight grade of SMP Negeri 3 Dharma Caraka Telukdalam in teaching and learning process especially when the students do speaking performance. The next, the English teacher was organize some steps to avoid the students' anxiety and improve the students speaking skill. Secondly, for students, it is expected that the students can support each other. In the other words, the students made collaboration in improving their speaking performance. The last one, for another researcher, it is useful for another researcher to get reference when they conduct research with the same case.

B. Research Method

This research was conducted by using Qualitative research to analyze the students' anxiety in speaking English. Qualitative research is the study intends to understand the phenomenon of what is experienced by the subject of the research. According to Gay et al (2012:7) stated that "Qualitative research is collection, analysis and interpretation of comprehensive narrative and visual (i.e., non numerical) data to gain insight into a particular phenomenon of interest".

Qualitative research was method of the research used by the researcher. In this method, the researcher described and explained the result of the observation and the interview from students and teacher which has been analyzed by the researcher.

This research used observation and interview as techniques to collect the data. The observation was the field notes about students during the process of speaking English. Interview was the technique used by the researcher to get more information about students' anxiety in speaking English.

To analyze the data, it analyzed by using qualitative method that introduced by Gay (2012:467-468), as follows:

1. Reading and Memoing

The first step in analysis is to read and to write memos about all field notes, and observer comment to get an initial sense of the data. To begin, find a quiet place and plan to spend a few hours at time reading through the data. It is important to write notes in the margins or underline sections or issues that seem important and record your initial thought and sense of the data. The things that will be read here are field notes based on observation and list of notes based on the interview of the Eight grade students of SMP Negeri 3 Dharma Caraka Telukdalam about anxiety in speaking. The researcher also read the transcript on the field notes which were recorded interviews.

2. Describing

The next step is describing involves the developing through and comprehensive description of the participants, the setting, and the phenomenon studied to convey the rich complexity of the research. The descriptions are based on collected observation, field notes, questionnaire and interview data. An important concern of qualitative research is portraying the views of research participants accurately. Here, the researcher described the field notes, questionnaire of the Eighth grade students C SMP Negeri 3 Dharma Caraka Telukdalam and also their note list in their

interview. The researcher described students' anxiety based on observation, and the researcher also described the factors cause anxiety from result interview.

3. Classifying

Qualitative data is the process breaking down into smaller unit, determining their important, and putting the pertinent units together in a more general, analytical form and also typically broke down through the process of classifying or coding; the pieces of data are then categorized. Classifying here means that after got the field notes of eighth grade students c of SMP Negeri 3 Dharma Caraka Telukdalam and also their notelist from interview, the researcher classified the anxiety faced and factors cause it. In this case, researcher got the information about anxiety and factors cause it.

C. Research Finding and Discussion

This research was conducted at eighth grade students of SMP Negeri 3 Dharma Caraka Telukdalam. The eighth grade students of SMP Negeri 3 Dharma Caraka divided in three classes, that are A class, B class and C class. The subject of this research was C class which consists of 23 students.

In processing the data in this research, researcher analyzed the students' field notes from observation during the process speaking English. Then researcher marked the existing anxieties to identify the anxieties. The researcher focused on students' anxiety in speaking English and then found out the factors cause of anxiety. After found the students' anxiety, researcher interviewed students make sure that they had anxiety and factors cause of their anxiety in speaking English.

Based on the result of data analysis, Based on the result of data analysis, there

are anxiety in speaking English experienced by the eighth grade students of SMP Negeri 3 Dharma Caraka Telukdalam. First, researcher found that students had communication apprehension in speaking English which is fear and individual experiences in oral communication. The second, the researcher found that students had test anxiety in speaking English which is the students feel worry to fail in the test. Then the researcher also found that the students had fear of negative evaluation in speaking English which is the students are not ready to accept other students evaluation when they are practicing speaking in the class.

1. Students' Anxiety in Speaking English

From the observation result that had been conducted by researcher, it was found that there were three types of anxiety in speaking English, namely :

a. Communication Apprehension

Communication apprehension is a student's fear or anxiety related to real or anticipated communication with teacher and other students. Based on the data obtained, the researcher found that this type of anxiety made the eighth grade students of SMP Negeri 3 Dharma caraka Teluk dalam getting worried understanding other students and making themselves understood. They often experience nervous, worry and fear when they do conversation in front of class. From the interviewed result, the researcher also found that this type of anxiety made students lack of confidence when practicing speaking they were afraid and just keep silent in class.

As student 1 stated :

"saya merasa gugup dan diam begitu bu, karena saya tidak mengerti entah apa saja yang harus saya bilang jadinya saya hanya bisa

garuk-garuk kepala,dan saya tidak paham dengan apa yang teman saya bilang"

From this statement, it can be concluded that communication apprehension makes students have anxiety in speaking English.

b. Test Anxiety

Test anxiety is the type of anxiety that occurs in evaluation situations. Based on the data obtained, the researcher found that test anxiety made the eighth grade students of SMP Negeri 3 Dharma Caraka Telukdalam worry in taking test. They were sweat, tremble and rapid heartbeat, also felt worried to make mistake in speaking English. Based on the result of interview, most of them were nervous and fear of failure in the test even they have prepared themselves.

As student 3 stated :

"saya merasa khawatir karena takut jika tidak akan lewat praktek berbicara bahasa inggris, akhirnya saya menjadi gemetar sampai sulit untuk konsentrasi dan menjadi terbata-bata saat berbicara. Itu semua karena menurut saya berbicara bahasa inggris sangat sulit dan tidak mampu memahaminya"

This statement also supported by other students' statement. As student 5 stated :

"Karena saya tidak tahu mau mengatakan apa sampai berpikir bagaimana jika nilai saya tidak lewat, apalagi saya begitu pemalu ditambah juga saya takut salah, karena kalau saya salah berbicara teman-teman selalu mengkritik serta menertawai saya"

Based on the statements above, the researcher concluded that test anxiety also kinds of anxiety that experienced by students.

c. Fear of Negative Evaluation

Fear of negative evaluation is students fear of being evaluation negatively by others. Based on the data obtained, it showed that the eighth

grade students of SMP Negeri 3 Dharma Caraka Telukdalam were not ready to accept other student's evaluation when they are practicing speaking in front of the class and they keep thinking that other students are better in language than themselves. They had difficulty to concentrating, feel frightened, uncomfortable and worry. Based on the data obtained, the researcher also found that they are afraid being laughed by the other when they are speaking at class.

As student 4 stated :

" Saya grogi dan gelisah karena teman-teman sepertinya menatap saya terus, pandangan mereka sepertinya tertuju pada saya, dan itu membuat saya tidak fokus, saya merasa tidak nyaman dilihatin terus, kemudian saya merasa jantung saya seperti berdebar-debar begitu setiap kali saya mencoba berbicara bahasa inggris takut jika teman-teman akan mengejek saya, apalagi saya tidak mengerti tentang kata-kata didalam bahasa inggris.

Student 5 also stated :

"Biasanya teman-teman ku selalu mengkritik saya ketika saya membuat kesalahan walaupun belum tentu mereka bisa, tapi mereka selalu sok hebat menertawakan kelemahan teman-temannya".

From these statements, it can be concluded that fear of negative evaluation makes students have anxiety in speaking English.

2. Factor Causes Students' Anxiety in Speaking English.

After knowing that they had anxiety in speaking English, the researcher did the

interview to get more information about their anxiety in speaking English. Based on the result of analysis, there are some factors caused the students anxiety in speaking English. Are as follow :

a. Internal Factors

Internal factors are all factors that come from within students. There are four indicators that affect students' anxiety in speaking English, namely :

1. Lack of Confidence

Lack of confidence is one part of factors that cause students' anxiety in speaking English. That is focused on from internal factors. Based on the data analyzed the researcher found that most of the eighth grade C SMP Negeri 3 Dharma Caraka Telukdalam had anxiety in speaking English because they lack of confidence. The result their interview showed that lack of confidence influenced them anxiety in speaking English

As student 2 stated :

"Karena saya tidak tahu mau mengatakan apa bu, saya tidak yakin untuk bisa berbicara bahasa inggris sekalipun ada sebagian yang saya ketahui tentang bagaimana berbicara bahasa inggris tapi tetap saja saya merasa tidak percaya diri"

From this statement, it can be concluded that the students were lack of confidence in learn speaking causes they anxiety in speaking English.

2. Shyness

Other factor that causes students' anxiety in speaking English is shyness. It also has affect in speaking English. Based on the data obtained, the researcher found that shyness also indicated that causes students' anxiety in speaking English. The results of the

interview showed that most of the eighth grade students of C SMP Negeri 3 Dharma Caraka Telukdalam had anxiety in speaking English which is also caused by shyness.

As student 1 stated

"Saya malu bu untuk berbicara bahasa inggris, karena saya tidak paham bagaimana mengucapkan kata-kata dalam bahasa inggris itu".

From this statement, it can be seen that when students had shyness, it affects them to show their speaking ability.

3. Lack of Motivation

Motivation is one of the factors that affect students' anxiety in speaking English, especially on internal factors. Based on the data obtained showed that lack of motivation plays an important role in the student speaking learning process. They did not pay attention in the process of speaking and the lack of their motivation made the students always lazy to learn to speak English.

As student 4 stated :

"Perasaan saya ketika proses berbicara berbicara bahasa inggris dikelas itu sebenarnya saya malas sekali bu, saya tidak tertarik dengan hal tersebut saya menjadi terlalu khawatir, sampai saya tidak bisa fokus mengikuti proses berbicara bahasa inggris dikelas, karna memang saya tidak suka dengan bahasa inggris".

From this statement above, it can be concluded that the students were lack of motivation in English causes their anxiety in speaking English.

4. Fear of making Mistake

Fear of making mistake is also one of the factors that affect students' anxiety

in speaking English. Most of the students stated that the fear of making mistakes was one the causes of students being anxious in speaking English.

As student 2 stated :

"Saya seperti begitu karena belum bisa berbahasa inggris jadi takut akan membuat kesalahan dan tidak berani berbicara dalam bahasa inggris jadi hal itu membuat saya tidak nyaman dan takut begitu"

From statement above, it can be concluded that fear of making mistake become factors students reluctance to speak in English in the classroom.

a. The External Factors

External factors are factors that originate from outside a person or individual. This factor includes the surrounding environment including the closest people. Based on the based ont the result interview, the researcher found that there are five indicators that influence students' anxiety in speaking English, namely :

1. Lack of Preparation

Lack of preparation is a condition where students lack or do not have preparation or action in speaking English. From the result interview conducted by the researcher, lack of preparation is one of the indicator that caused students' anxiety in speaking English that focused on internal factors. Based on the data obtained, it shows that most of the eighth grade students of SMP Negeri 3 Dharma Caraka Telukdalam had anxiety in speaking English caused by lack of preparation.

As student 1 stated :

"Saya panik karena saya tidak memiliki persiapan tampil didepan untuk praktek berbicara bahasa inggris bu".

From this statement, it can be concluded that this factors influenced them to show their ability in speaking English and become one of the factors that contribute to student' anxiety in speaking English.

2. Limited Vocabulary

Vocabulary is one important indicators in the process of speaking. Based on the data obtained, the researcher found that most of the eighth grade students of SMP Negeri 3 Dharma Caraka Telukdalam had anxiety in speaking English cause they had limited vocabulary. The result of their interviewed showed that they could not speak in English beause they did not know about the word that used. Limited vocabulary inhibits them and becomes one of the factors caused students' anxiety in speaking English.

As student 4 stated :

"Iya bu, karna saya piker bahasa inggris itu sangat sulit dan saya juga tidak tahu kata-kata didalam bahasa iggris dan jujur saja saya ya bu, saya memiliki kosakata yang sedikit dalam bahasa inggris".

From this statement, it can be seen vocabulary plays the important rule in their mastery speaking English.

3. Grammatical Error

Grammar is one of important aspects in speaking English. It also has affect in speaking English. Based on the data obtained, it shows that student at eighth grade students of SMP Negeri 3 Dharma Caraka Telukdalam had anxiety in speaking English because grammatical error. They claim they had a little understanding of grammar but not enough to speak English well.

As student 3 stated :

"Itu semua karena menurut saya bahasa inggris itu sulit saya tidak bisa dan tidak tahu bagaimana menyusun kata-kata didalam bahasa inggris, apa lagi kalimat bahasa inggris terbalik-balik saya jadi tidak mengerti".

It means that grammatical error are quite a factor influenced students' anxiety in speaking English in classroom.

4. Friends / Classmates

Another factor that causes anxiety in speaking English faced by the eighth grade students' of SMP Negeri 3 Dharma Caraka Telukdalam are their friends / classmates. Accordance with data obtained, the researcher found that they felt nervous and uncomfortable to speak when being stared at by their friends. They also afraid of being laughed and ridiculed by their friends when they did a mistake, and felt that other students are better than them.

As student 4 stated :

"Saya grogi dan gelisah karena teman-teman sepertinya menatap saya terus, padangan mereka sepertinya tertuju pada saya, dan itu membuat saya tidak bisa fokus, saya merasa tidak nyaman dilihatin terus, kemudian jantung saya seperti berdebar-debar begitu setiap kali saya mencoba berbicara bahasa inggris apalagi saya tidak mengerti tentang kata-kata didalam bahasa inggris".

5. Embarrassment

Embarrassment becomes one of the factors that cause students' anxiety in speaking English. Based on the data obtained from interview, the researcher found that most of eighth grade students of SMP Negeri 3 Dharma Caraka Telukdalam have anxiety in

speaking English are caused by embarrassment. They are afraid of making mistake that could embarrass them.

As student 5 stated :

"menurut saya berbicara bahasa inggris itu menguji mental saya, karena begitu sulit dan begitu sangat rumit, dan teman-teman selalu mengkritik saya ketika saya membuat kesalahan walaupun belum tentu mereka bisa, tapi mereka selalu sok hebat menertawakan kelemahan teman-temannya"

It means that embarrassment has a big influence on them in speaking English.

D. Closing

Based on the research finding, it can be concluded students still experienced anxiety in speaking English. There are several anxiety experienced by students' in speaking English, namely communication apprehension, test anxiety and fear of negative evaluation. Then, the researcher also found several factors that caused students' anxiety in speaking English, namely internal consisting of lack of confidence, fear of making mistake, shyness and lack of motivation which affects students' anxiety in speaking English. In addition, external factor which consisting of embarrassment, lack of preparation, grammatical error, limited vocabulary and the friend/classmate which affects students' anxiety in speaking English.

After conducting the research, the researcher would like to provide suggestion related to the results of this research.

1. For English teacher, it is suggested to apply interesting methods to teach English speaking skills for students to avoid students' anxiety in speaking English. And the teacher should create comfortable speaking class situation so that students can follow the speaking process well too.
2. For the students, it is suggested to respect each other in order to create a friendly environment. They also should be able make English as foreign language as their pleasure in the process of learning to speak and also should have preparation before learning or practicing process.
3. For the next researcher, who want to conduct a related research to this research, the researcher suggested to use this research as reference to investigate another aspect about students' anxiety in speaking English.

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