

**A STUDY ON THE SECOND YEAR STUDENTS'
FOREIGN LANGUAGE ANXIETY OF SPEAKING ENGLISH OF
SMAN 8 PEKANBARU**

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Abstract: *The objective of this research is to find out the extent of the second year students' foreign language anxiety of speaking English of SMAN 8 Pekanbaru. This is a descriptive research that has only one variable applied. In conducting this research, there were 45 samples selected, using convenience sampling technique. A set of questionnaire was used to collect the data adapted from FLCAS (Foreign Language Classroom Anxiety Scale) designed by Horwitz et al (1986). There are two kinds of data that were analyzed in this research: primary data which are the students' questionnaires and secondary data deriving from speaking scores from the English teacher. The result of the students' questionnaire responses shows a mean score of 2.91, indicating a medium level of anxiety, whereas the students' speaking scores indicating a good level with a mean score of 83. The results show that there is a tendency that students' speaking scores decreases as their anxiety level increases.*

Keywords: *Foreign Language Anxiety, Speaking Scores*

PENELITIAN MENGENAI KECEMASAN BERBAHASA ASING SISWA TAHUN KEDUA DI SMAN 8 PEKANBARU DALAM BERBICARA BAHASA INGGRIS

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Abstrak: Tujuan penelitian ini adalah untuk mengetahui tingkat kecemasan berbahasa asing siswa tahun kedua di SMAN 8 Pekanbaru dalam berbicara Bahasa Inggris. Penelitian ini adalah penelitian deskriptif dengan satu variabel. Dalam melaksanakan penelitian ini, 45 siswa terpilih sebagai sampel menggunakan teknik convenience. Sebuah kuesioner digunakan untuk mendapatkan data yang diambil dari FLCAS (Foreign Language Classroom Anxiety Scale) yang di desain oleh Horwitz dkk (1986). Ada dua jenis data yang dianalisis di penelitian ini: data primer yang merupakan kuesioner siswa dan data sekunder yang merupakan nilai speaking yang diperoleh dari guru Bahasa Inggris. Hasil kuesioner siswa menunjukkan nilai rata-rata 2.91, menunjukkan tingkat kecemasan sedang, sedangkan nilai speaking siswa menunjukkan tingkat bagus dengan rata-rata 83. Hasil menunjukkan adanya kecenderungan bahwa nilai speaking siswa menurun ketika tingkat kecemasan mereka meningkat.

Kata Kunci: *Kecemasan Berbahasa Inggris, Nilai Speaking*

INTRODUCTION

Speaking is one of the four skills which is important in learning English for students. In speaking, students are expected to understand and able to use English in the classroom. Many students believe that to know one language, they must be able to speak that language itself or as Nunan (1991) said, “success is measured in terms of the ability to carry out a conversation in the (target) language.” Therefore, if students do not learn how to speak or do not get any opportunity to speak in the language classroom they may soon get de-motivated and lose interest in learning because we learn to speak by speaking (Swain, 1985). For the EFL (English as a Foreign Language) learners, speaking in English is not an easy thing to do. EFL learners should speak in English while they are used to speaking in their mother tongue. Speaking in a “new language” needs a well-preparation and a well-understanding which takes a long time. Speaking is regularly cited as the most anxiety provoking of foreign language activities (MacIntyre, 1994). However, this is related to emotions.

Many students feel worried, nervous and unease in speaking English because English is not their mother tongue. Worry and negative emotional reaction when learning or using a second language is called foreign language anxiety (MacIntyre, 1999). Speaking in a foreign language is the most anxiety-producing experience (Horwitz, 1986). Most language researches show a negative connection between anxiety and performance (Oxford, 1999). Anxiety harms students’ performance by way of worry, self-doubt, and reducing participation. Anxious students will have difficulties in following lessons. They will be lazy to learn and also will not be able to demonstrate what they have learned. Even worse, they may experience more failure, which increases their anxiety.

One of the best senior high schools in Pekanbaru is SMAN 8 Pekanbaru. This is shown by the school and the students’ achievements. SMAN 8 Pekanbaru has earned many achievements such as Rintisan Sekolah Bertaraf International (Pilot International Standard School) since 2006 (International), International Education and Research Network (iEARN) Organizer from KNIU (Indonesian National Commission for UNESCO) since 2004 (International), 5th rank of iEARN ASEAN competition in 2008 (International), Accelerator School since 2001 (National) and etc. Meanwhile, the students also earned many achievements such as the top 10% of enterants in each year level in Indonesia and Australia at ICAS (International Competitions and Assessment for Schools) in 2008, the top 20% of enterants at ICAS in 2009 and national olympiad (English, Science, Matematics, etc) at some cities in Indonesia. To earn those achievements, the school plays a big role to supply the students who study at the school concerned. To reach the international level, not only they must have a strong knowledge but they also must have a good communication skill especially English. Without a good ability in speaking English, the students will face some troubles especially in communicating.

Based on the interview with two English teachers at SMAN 8 Pekanbaru, the researcher found out that some of the students are able to speak English eventhough they are not fluently enough. They are afraid and shy to practice with the target language, in this case the target language is English, because they are worried about making mistake. Some of them think if they make any mistake, the teacher will get angry and their peers will ridicule them. So they prefer to be quiet and sit passively. While rest of them believe that English is a difficult subject. It can affect their self-

esteem and lead them to feel worried in classroom. In the end, when they are asked to practice, they start to stutter.

The causes of foreign language anxiety have been broadly separated into three main components such as communication apprehension, test anxiety and fear of negative evaluation (Horwitz, 1986). Communication apprehension is the anxiety experienced when speaking to or listening to other individuals. Test-anxiety is a form of performance anxiety associated with the fear of doing badly, or indeed failing altogether. Fear of negative evaluation is the anxiety associated with the learner's perception of how the teachers, classmates or others may negatively view their language ability. Since anxiety can have major effects on foreign language learning, it is important to explore the students' anxiety. Therefore, based on the background above, the researcher is eager to do a research entitled "A Study on the Second Year Students' Foreign Language Anxiety of Speaking English of SMAN 8 Pekanbaru".

METHODOLOGY

This research used descriptive research design by using convenience sampling technique. The population of this research was all of the second year students of SMAN 8 Pekanbaru in the academic year of 2017/2018. There were fourteen classes with the total number of students was 452 students. The researcher took only 45 students as the sample to be observed. Convenience sampling is the process of including whoever happens to be available at the time (Gay, 2009). The researcher used this technique sampling because it is easier and faster to get the data and the data is readily available for the researcher to collect.

In doing this research, the FLCAS (Foreign Language Classroom Anxiety Scale) questionnaire were given to the students. The questionnaire consisted of 30 items. Questionnaire data were tabulated for analysis; Ms Excel was performed to compute and summarize means, standard deviation and percentage of the variables to the FLCAS. To determine the degree of anxiety, the questionnaire will be valued according to the Likert scale with five score levels; 5: strongly agree, 4: agree, 3: neutral, 2: disagree, 1: strongly disagree. The total score of all items in the questionnaire was calculated among each participant. The total score then was divided by the number of the items in the questionnaire for the mean to determine each participant's degree of anxiety. To examine the degree of anxiety experienced by overall subjects, the participants' total scores will be calculated for the mean. The students' speaking scores were also analyzed using Ms Excel to summarize means.

RESULTS AND DISCUSSIONS

Results

1. The Extent of the Students' Foreign Language Anxiety

The results are reported in the following table:

Table 1. The summary of the questionnaire

Total Participants	Mean Score	Mean	SD	Max	Min
45	87.15	2.91	36,99	116 (3.87)	46 (1.53)

Based on the calculation of the students' responses, the mean of the students' total scores was 87.15 and the standard deviation was 36,99. The mean scores of the participants was calculated as well, resulting in a mean of 2.91. The maximum score obtained was 116 (Mean = 3.87) and the minimum score was 46 (Mean = 1.53).

2. The Students' Speaking Scores

The students' speaking scores were measured based on their speaking scores. The classification of the students' speaking scores is presented in the following table:

Table 2. The classification of the students' speaking scores

No	Scores	Frequency	Percentage	Category
1	$92 \leq N \leq 100$	0	0%	Excellent
2	$83 \leq N < 92$	21	46.67%	Good
3	$75 \leq N < 83$	24	53.33%	Average
4	< 75	0	0%	Poor
Mean score: 83		45	100%	

Table 2 shows the classification of the students' speaking scores. Among 45 students, it can be seen that there are 21 students (46.67%) who are categorized as good and 24 other students (53.33%) who are categorized as average. There were no students who were in excellent and poor level. The mean score was 83, therefore, it can be concluded that students' speaking scores was overall in good level.

3. The Sources of the Students' Foreign Language Anxiety

Table 3. Questionnaire items with percentages of students selecting each alternative

Items	SA	A	N	D	SD	Total %	SAA
Item 3	11.11 (5)	42.22 (19)	28.89 (13)	15.56 (7)	2.22 (1)	100	53.33
Item 13	11.11 (5)	35.56 (16)	31.11 (14)	22.22 (10)	0	100	46.67
Item 5	13.33 (6)	33.33 (15)	26.68 (12)	24.44 (11)	2.22 (1)	100	46.66
Item 4	13.33 (6)	33.33 (15)	31.11 (14)	13.33 (6)	8.90 (4)	100	46.66
Item 9	8.89 (4)	35.56 (16)	24.44 (11)	26.67 (12)	4.44 (2)	100	44.45
Item 27	4.44 (2)	40 (18)	37.78 (17)	17.78 (8)	0	100	44.44
Item 22	2.22 (1)	40 (18)	51.11 (23)	6.67 (3)	0	100	42.22
Item 21	2.22 (1)	37.78 (17)	55.56 (25)	4.44 (2)	0	100	40
Item 25	0	37.78 (17)	44.44 (20)	17.78 (12)	0	100	37.78
Item 8	4.44 (2)	33.33 (15)	33.33 (15)	26.68 (12)	2.22 (1)	100	37.77
Item 15	0	33.33 (15)	42.22 (19)	17.78 (8)	6.67 (3)	100	33.33
Item 10	4.44 (2)	26.67 (12)	37.78 (17)	22.22 (10)	8.89 (4)	100	31.11
Item 28	2.22 (1)	28.89 (13)	35.56 (16)	31.11 (14)	2.22 (1)	100	31.11
Item 30	0	26.67 (12)	40 (18)	22.22 (10)	11.11 (5)	100	26.67
Item 2	2.22 (1)	24.45 (11)	46.67 (21)	22.22 (10)	4.44 (2)	100	26.67
Item 14	2.22 (1)	22.22 (10)	42.22 (19)	28.90 (13)	4.44 (2)	100	24.44
Item 26	6.67 (3)	15.56 (7)	35.56 (16)	31.11 (14)	11.11 (5)	100	22.23
Item 29	4.44 (2)	17.78 (8)	37.78 (17)	31.11 (14)	8.89 (4)	100	22.22
Item 6	2.22 (1)	20 (9)	46.67 (21)	24.44 (11)	6.67 (3)	100	22.22
Item 7	0	20 (9)	42.22 (19)	33.33 (15)	4.45 (2)	100	20
Item 20	2.22 (1)	17.77 (8)	28.90 (13)	44.44 (20)	6.67 (3)	100	19.99

Item 23	0	15.56 (7)	57.78 (26)	22.22 (10)	4.44 (2)	100	15.56
Item 16	2.22 (1)	13.33 (6)	26.67 (12)	35.56 (16)	22.22 (10)	100	15.55
Item 19	2.22 (1)	11.11 (5)	33.33 (15)	48.90 (22)	4.44 (2)	100	13.33
Item 1	0	13.33 (6)	64.45 (29)	20 (9)	2.22 (1)	100	13.33
Item 24	0	11.11 (5)	42.22 (19)	35.56 (16)	11.11 (5)	100	11.11
Item 11	2.22 (1)	8.89 (4)	37.78 (17)	33.33 (15)	17.78 (8)	100	11.11
Item 17	0	11.11 (5)	26.68 (12)	44.44 (20)	17.77 (8)	100	11.11
Item 12	0	8.89 (4)	37.78 (17)	40 (18)	13.33 (6)	100	8.89
Item 18	0	8.89 (4)	28.89 (13)	48.89 (22)	13.33 (6)	100	8.89

* SAA = The percentage of students who strongly agreed and agreed with the statement

The result presented in Table 3 shows that the majority of the students (53.33%) agree that item 3 “I start to panic when I have to speak English without preparation” is the source of anxiety among all of the questionnaire items. This item represents communication apprehension, indicating this factor does play a big role in students’ anxiety of speaking English.

Discussion

The research finding presented above was a result of students’ self-evaluation of their own anxiety in speaking English in the classroom through questionnaire and its comparison with their speaking score. In order to answer research question “What is the extent of the second year students’ foreign language anxiety of speaking English of SMAN 8 Pekanbaru?” the researcher calculated the means and standard deviations of the questionnaires responses. The calculation of students’ questionnaire responses resulted in a mean score of 2.90, which according to Nunally (1978) indicated a medium level of anxiety. Among the 45 SMA 8 Pekanbaru students who participated in this research, it was found that there were 2 students who presented low anxiety, 40 students with medium anxiety and 3 students presented high anxiety.

The students’ questionnaire responses were also analyzed to find out the sources of their foreign language anxiety. It can be seen that the most anxiety inducing situation which chosen by the students is speaking English without preparation which is part of communication apprehension. The students afraid that they can not speak English well if they do not prepare themselves properly. They do not believe in themselves and immediately feel anxious because they do not think that they can make it. Then, the second most anxiety inducing situation is worrying about the consequences of failing their English class which belongs to test anxiety. Many students believe that they will

not successful in the English class if they do not even understand about English, especially in speaking.

Fear of negative evaluation is resulted with the lowest score, it means this component is not really affect the second year students of SMAN 8 Pekanbaru in speaking English. Many students said that they do not really care about what other students think of their English, if they feel enjoy then they will just speak in English without thinking too much. It is just some of them who answered that negative evaluation from other students and teacher is important for them. Basically, people with high degrees of FNE are overly concerned with how they are being judged or perceived by other people (Watson and Friend, 1969). They tend to imagine that they are being perceived in negative ways, and they are often inhibited in their behaviors as a result. This can lead to an avoidance of activities in which someone is not perfectly competent or confident. (Frost, Glossner, & Maxner, 2010).

In conclusion, this research shows that the second year students of SMAN 8 Pekanbaru overall presented a medium level of anxiety in speaking English in the classroom. It means that their anxiety level is not very harmful, but it will be better if it can be reduced. The researcher also found that there are two main sources of foreign language anxiety such as communication apprehension and test anxiety. Meanwhile, the fear of negative evaluation is also identified but not in the big number.

CONCLUSION AND SUGGESTIONS

Conclusion

There are three components or factors which affect the students' foreign language anxiety especially in speaking English such as communication apprehension, test anxiety and fear of negative evaluation. The results show that the second year students of SMAN 8 Pekanbaru experiencing foreign language anxiety especially in speaking English is in medium level of anxiety. The data analysis shows that there is a tendency that a student's speaking score decreases as their anxiety level increases. In the questionnaire, the result shows the students are in medium level of anxiety (mean = 2.90) with the most affecting component is communication apprehension.

Recommendation

Since the results show that the students represent medium level of anxiety with a number of students being on high level, the writer would like to suggest that they try some ways or strategies to cope up with their anxiety. Before having a good knowledge about English, it will be better if the students have more confidence. The confidence will affect their performance in speaking foreign language especially in English. Their anxiety towards English will increase if they feel inferior to the other students, they need to believe in themselves that they are also able to speak English. There are two ways that I recommend to increase their confidence in speaking English such as having group discussion with some of their close friends or family using English and challenging themselves to express themselves using English. By having disscussion

with their close friend or family will help them build their confidence because they will feel comfortable and be themselves in using English. It will make them easier to practice their English and improve their speaking skill. Expressing themselves using English will help them to cope with their anxiety in fun way because they do not have to follow some rules in English. Being friendly with English help them to believe in themselves that they can speak English and think that English is not that difficult to understand.

Finally, the researcher would also like to suggest that future researchers do further research on this topic. They may do research which focusing more on the sources of foreign language anxiety or the strategies to reduce it. Observation in classroom might help them to see the signs of anxiety that the students show in the classroom directly. It would be great if we can find or develop strategies to create a classroom environment where students can speak English without being anxious about making mistakes and do not constantly worry about being negatively evaluated by their classmates or their lecturers.

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