AN ANALYSIS OF SPEAKING ENGLISH AS FOREIGN LANGUAGE ANXIETY OF XI MIPA 4 STUDENTS AT SMAN 3 MANDAU

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Abstract: This descriptive research aimed to find out the anxiety level of XI MIPA 4 students of SMA N 3 Mandau in speaking english as foreign language. The subjects of this study were XI MIPA 4 students of SMA N 3 Mandau in the academic year 2020/2021. 34 students employed in this study used The Foreign Language Classroom Anxiety Scale questionnaire, developed by Horwitzietial. (1986). It consists of 30 items with 5 points Likert-Scale. The results of the data analysis showed that there were 34 students in class XI MIPA[4] of SMAN 3 Mandau who had different levels of anxiety in sp eaking skill. (1) There were 5 students (16%) who experience "Very Anxious" level, (2) There were 12 students (29%) who experience "Anxious" level, it means most of XI MIPA 4 students in SMAN 3 Mandau felt **Anxious** in speaking English, (3) There were 7 students (23%) who experience "Mildly Anxious" level, (4) There were also 7 students (23%) who experience "Relaxed" level, (5) There were 3 students (9%) who experience "Very Relaxed" level in this research

Key Words: Analysis, Anxiety Level, Speaking Ability

SEBUAH ANALISIS TENTANG KECEMASAN SISWA KELAS XI MIPA 4 DI SMA NEGERI 3 MANDAU DALAM BERBICARA BAHASA INGGRIS SEBAGAI BAHASA ASING

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Abstrak: Penelitian deskriptif ini bertujuan untuk mengetahui tingkat kecemasan siswa tahun kedua di SMA N 3 Mandau dalam berbicara bahasa Inggris sebagai bahasa asing. Subjek penelitian ini adalah siswa tahun kedua SMA N 3 Mandau di tahun ajaran 2020/2021. 34 siswa yang menjadi sampel dalam penelitian ini menggunakan kuesioner Skala Kecemasan Kelas Bahasa Asing, yang dikembangkan oleh Horwitz et al. (1986). Kuesioner ini terdiri dari 30 item dengan Skala Likert 5 poin. Hasil analisis data menunjukkan bahwa terdapat 34 di kelas XI MIPA[4] SMAN 3 Mandau, yang memiliki tingkat kecemasan berbeda dalam keterampilan berbicara. (1) Ada 5 siswa (16%) yang mengalami tingkat "Sangat Cemas", (2) Ada 12 siswa (29%) yang mengalami tingkat "Cemas" artinya sebagian besar siswa kelas 2 SMAN 3 Mandau merasa Cemas dalam berbicara bahasa Inggris, (3) Ada 7 siswa (23%) yang mengalami tingkat "Sedikit Cemas", (4) Ada juga 7 siswa (23%) yang mengalami tingkat "Santai", (5) Ada 3 siswa (9%) yang mengalami tingkat "Sangat Santai" dalam penelitian ini.

Kata Kunci: Analisis, Tingkat Kecemasan, Kemampuan Berbicara.

INTRODUCTION

In Indonesia these days, English has been instructed at schools from different levels. English is the main foreign language that is one of the mandatory subjects in schools. Moreover, SMA N 3 Mandau arranged for their students to have the option to speak with individuals all throughout the planet by dominating English as a Worldwide language. By discovering that language, the students are required to stay up with the improvement of science and innovation.

According to Burton (1992) state that the principle highlight of speaking is the manner by which the talkers permit each other to give their opinion by the series of sign, given by manner of speaking, and hand motion or a look. What's more, talking is showed that by voice as well as look to cause talkers more to relate and make discussion got understood. Simultaneously, Donough and Shaw (2003) state, "There are a few explanations behind speaking included stating thoughts and viewpoints: communicating a wish or a longing to accomplish something, arranging or tackling a specific issue, or setting up and mantaining social connections and fellowship. Next to familiarity, exactness, and confidences are significant objective in speaking

However, then, at that point, to communicate in foreign language students absolutely will encounter different issues. One of the issues is that students additionally get the boundary from mental perspective like confidence, inspiration, and anxiety. Among them, anxiety is a significant aspect on the full of feeling area (Balemir, 2009). The students will in general feel timid and not positive about communicating in foreign language particularly English. Anxiety can be sort of attributed to nervousness, circumstance, explicit tension, and state anxiety. Quality uneasiness can be moderately steady in distinction attribute; an student who has restless characteristic, perhaps feels restless in an assortment of conditions.

By those all of these anxiety variables, learning a foreign language appears to be very hard for students. Along these lines on the problem identification, the researcher needs to examine the level of students' anxiety. Therefore, the researcher has some reasons why the researcher wants to do this research, since speaking has been the best tools to communicate among societies and also students and teachers. As a a foreign language for Indonesian students, there would be some struggles in speaking English and it occurs the anxiety for students to speak. In conclusion, the researcher wants to investigate and discover the level of students' anxiety when they are trying to speak in English as a foreign language and try to understand the problems that occurs in their speaking English more deeply.

Based on the issue, how is XI MIPA 4 Students' of SMA N 3 Mandau level of anxiety in speaking English as foreign language?

RESEARCH METHODOLOGY

Population and Sample

The researcher chose the students XI grade of SMAN 3 Mandau as the population. The sample of this research was the students of second graders in the school. The researcher chose directly class of XI MIPA 4 because SMAN 3 only permitted to chose

one class. Because of the pandemic situation, the classes were divided into two shifts. When the researcher came to the school, there was only one available class. It was the class of XI MIPA 4. There were 34 students of the class.

Research Design

This research utilized descriptive qualitative research. Seliger and Shohamy (1989) characterize clear descriptive research as a study that have direction to clarify, indicate, portray, and investigate the happened wonder without experimental manipulation.

Data Collection

The researcher gathered the data by using the the questionnaire was adapted from Foreign Language Classroom Anxiety Scale as suggested by Horwitz and Cope in 1986. The score of questionnaires used Likert scale that is categorize into strongly agree (SA), agree (A), disagree (D), and strongly disagree (SD). The questionnaire consisted of 30 statements which were responded by the students

Data analysis

The data were calculated manually in Microsoft Excel with range of score started from 24 up to 144. After the researcher found the result of each students' anxiety level, of 24-144 it is categorized "VeryRelaxed","Relaxed","Mildly Anxious","Anxious", and "Very Anxious". The scoring table was adapted from Oetting's Scale (cited in Mayangta, 2013)

RESEARCH FINDINGS

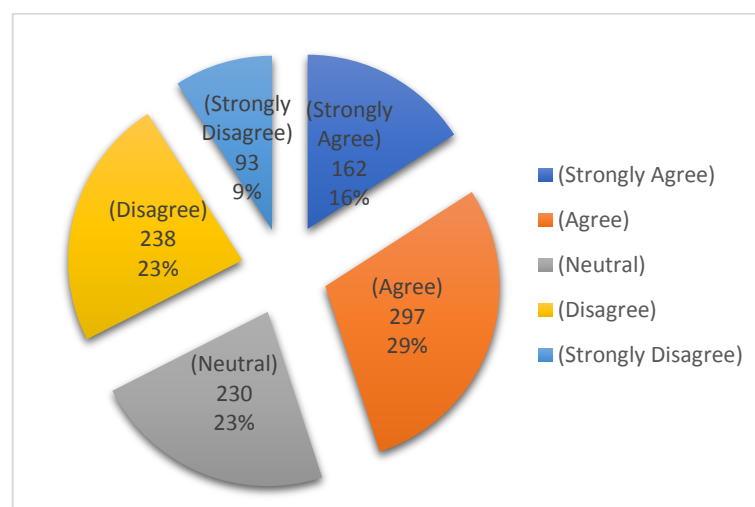**FLCAS Questionnaire Results**

Chart 1. The Summary of Students Responses of FLCAS Questionnaire

Based on the Pie Chart above, the researcher found that the total of student responses of FLSCA Questionnare. The highest score in **Agree** by **29%** (297 responses), which means that 29% of the students agreed that they have anxiety in speaking English as a foreign language and the statements represent what they feel. Followed by **Strongly Agree** by **16 %** (162 responses). While **Neutral** by **23%** (230 responses), which means they feel anxiety sometimes and sometimes don't. **Disagree** by **23%** (238 responses) and the lowest score in **Strongly Disagree** by **9%** (93 responses) which means that the students who answered and categorized in **disagree** and **very disagree** do not feel anxiety when they are trying to speak English since this language is not their first language.

Table 1. The Students Anxiety Level in Speaking English as Foreign Language

Interval	Frequencies	Percentage	Interpretation
120-144	5 Students	16%	Very Anxious
96-119	12 Students	29%	Anxious
72-95	7 Students	23%	Mildly Anxious
48-71	7 Students	23%	Relaxed
24-47	3 Students	9%	Very Relaxed

Based on 30 items of statement in FLCAS questionnaire, there were varieties of responses from the all respondents. The researcher found out that, there were 34 studen ts who had different levels of anxiety in speaking skill. (1) There were 5 students (16%) who experience "Very Anxious" level, (2) There were 12 students (29%) who experience "Anxious" level, it means most of XI MIPA 4 students in SMAN 3 Mandau felt **Anxious** in speaking English, (3) There were 7 students (23%) who experience "Mildly Anxious" level, (4) There were also 7 students (23%) who experience "Relaxed" level, (5) There were 3 students (9%) who experience "Very Relaxed" level in this research.

DISCUSSION

Anxiety is your body's normal reaction to stretch. It's an inclination of dread or trepidation about what's to come. The principal day of school, going to a new employee screening, or giving a discourse may make the vast majority feel unfortunate and apprehensive. Anxiety additionally feels diverse relying upon the individual encountering it. Sentiments can go from butterflies in your stomach to a hustling heart. You may feel wild, similar to there's a distinction between your psyche and body. In language, anxiety alludes to the abstract sensation of strain, trepidation, anxiety, and stress related with an excitement of the autonomic sensory system (Horwitz, Horwitz, and Adapt, 1986).

The purpose of this study was to know the level of second year student anxiety in speaking English as foreign language in Class XI Mipa^4 of SMAN 3 Mandau. From the total 34 respondents, the researcher found that 5 (16%) respondents experience the "Very Anxious" Level and those respondents are in the High level of anxiety. The researcher found that they are tend to feel nervous and afraid during english class, and their anxiety will get worse if they being called by their teacher in English class, also they will always feel nervous about anything related to speaking english as foreign language.

Next, the researcher found that 12 (29%) respondents experience the "Anxious" level and the most of the respondents are in the medium level of anxiety. Also, the researcher found that **50%** respondents give the highest response "**Agree**" to the statement number 25, "I feel more tense and nervous in my English class than my other class. (*Saya merasa tertekan dan gugup di kelas bahasa inggris dibandingkan kelas yang lain.*)".

So, the researcher concluded that most of XI MIPA 4 students in Class XI Mipa^4 of SMAN 3 Mandau feel Anxious in their English Class. Then, the researcher found that 7 (23%) respondents are in the level of "Mildly Anxious". It can be a normal condition whenmany people are also feeling tense or nervous when they have to perform something in front of other people. Meanwhile, there are also 7 (23%) respondents which in the level of "Relaxed". It means, they have no problem with their anxiety level. Last, the researcher found that only 3 (9%) respondents are in the level of "Very Relaxed" it means, they are very confident with their speaking skills in english language.

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

Based on 30 items of statement in FLCAS questionnaire, there were varieties of responses from the all respondents. The researcher found out that, there were 34 students who had different levels of anxiety in speaking skill. (1) There were 5 students (16%) who experience "Very Anxious" level, (2) There were 12 students (29%) who experience "Anxious" level, it means most of XI MIPA 4 students in SMAN 3 Mandau felt **Anxious** in speaking English, (3) There were 7 students (23%) who experience "Mildly Anxious" level, (4) There were also 7 students (23%) who experience "Relaxed" level, (5) There were 3 students (9%) who experience "Very Relaxed" level in this research. This result answered the research question about how is students' speaking english as a foreing language The result of this answered the research question about how is students' speaking english as a foreign language. The result was 'anxious' with the highest percetage 29% and 12 students of total students. Which means that students face the anxiety factor while speaking English as a foreign language.

The students' speaking anxiety factors in English foreign language such as over self- prediction toward fear, irrational faith to say something in English, sensitivity of anxiety, wrong attribution body signal because they can not express their ideas very well, and low self-efficacy. That were the factors that make students anxiety in speaking as a foreign language.

Recommendations

Based on the results and conclusion of this research, the researcher proposes recommendations that can be considered by teacher or lecturer, students, and future researchers. To begin with teacher or lecturer, anxiety has become significant factor which influences student's language learning measure, the instructors ought to know about unknown dialect tension in English class. Along these lines, it is essential for English instructor (teacher) to knowing the level of students' anxiety toward the start, to treat the students appropriately during the learning cycle. Great affirmation of the presence of students' anxiety will totally impact the educator's way in instructing English. Administrating FLCAS (Foreign Language Class Anxiety Scale) toward the start of the semester to the students will help the educator realizing the tension level from every student. Accordingly, the educator can discover the answer for help student decreasing tension. In addition, they can mastermind the material which appropriate with the students, so it can work on the nature of English learning measure.

Furthermore, it is suggested for students who have high nervousness, they should be fearless and get included to diminish their tension in the class. They should be more active in the class which make them used to speak English and don't make them anxiety anymore. The students ought to help out each other to establish an agreeable climate in the class. The students with low tension level must underestimate different students with high nervousness; they should help each other so that they can be familiar in speaking english without any anxious.

Last, it is suggested for future reseachers that because of the limitation of this research, the researcher trusts that the future reseacher will lead a superior exploration about language tension in various abilities part like writing skill, public speaking, and listening. The issues about language anxiety won't ever be vanished, on the grounds that the greater part of foreign language students is definitely deal with this issue. Thusly, further research about specific strategies that can assist students with diminishing their anxiety in learning English are amazingly required.

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