

A STUDY ON THE PROBLEM OF SPEAKING ANXIETY OF THE SECOND YEAR STUDENTS OF SMK YAPIM TAMBUSAI UTARA

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Abstract: *English as a foreign language is one of the languages that should be required by Indonesian students through learning speaking. However, it is found that they have anxiety while speaking. This research aims to find out students' anxiety in speaking. This is descriptive research. It was conducted at a Vocational High School, especially in the XI TKJ (Computer and Network Engineering) class of Second-Year Students. In collecting the data, the researcher used questionnaire by Horwitz (1986). The results of the data showed that the highest speaking anxiety level was in communication apprehension with a mean score of 3.22. So, the speaking anxiety level of the second-year students of (Vocational High School) YAPIM Tambusai Utara was mediocre. Besides, the lowest level was in fear of negative evaluation aspects with a mean score of 3.17.*

Key Words: *Study, Problem, Speaking, the Anxiety, the Speaking Anxiety.*

PENELITIAN MENGENAI MASALAH KECEMASAN DALAM BERBICARA PADA SISWA KELAS 2 SMK YAPIM TAMBUSAI UTARA

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Abstrak: Bahasa Inggris sebagai bahasa asing adalah salah satu bahasa yang harus dikuasai oleh pelajar bahasa Indonesia dengan belajar bahasa. Akan tetapi, ditemukan bahwa mereka memiliki kecemasan sewaktu berbicara. Penelitian ini bertujuan untuk mencari tahu kecemasan para siswa sewaktu berbicara. Ini adalah penelitian deskriptif. Hal ini dilakukan di SMK YAPIM Tambusai Utara, terutama di kelas XI TKJ (komputer dan rekayasa jaringan) siswa tahun kedua. Sewaktu mengumpulkan data, peneliti menggunakan kuesioner oleh Horwitz (1986). Hasil dari data menunjukkan bahwa tingkat kecemasan berbicara tertinggi adalah dalam komunikasi dengan skor rata-rata 3,22. Jadi, tingkat kecemasan berbicara dari siswa tahun kedua SMK YAPIM Tambusai Utara adalah tingkat menengah (standar). Selain itu, tingkat terendah adalah ketakutan pada aspek evaluasi negatif dengan nilai rata-rata 3,17.

Kata Kunci: Belajar, Masalah, Berbicara, Kecemasan, Kecemasan Berbicara.

INTRODUCTION

In learning English, there are four basic skills that students should acquire such as listening, speaking, reading, and writing. Out of the four language skills, speaking is deemed to be the most important in learning a second or foreign language. As stated by Ur (1996), speaking includes all other skills of knowing that language. Good speaking skills are the act of generating words that can be understood by listeners. Speaking skills is a kind of interaction that can build a relationship through conversation.

Based on curriculum 2013, the purpose of learning English is achieving communicative competence, and the result is obtained through the ability of high school students seen in speak and communicate English in everyday life. Yarmi cited in Nunan (2019) states that mastering the art of speaking is the single most important aspect of learning a second or foreign language and success is measured in terms of the ability to carry out a conversation in the language. Therefore, speaking is defined as the crucial part of learning English to put value context in arranging oral communication whether as a second or foreign language.

However, in mastering speaking skills, there are several problems experienced by foreign students. Students find it hard to understand a topic they rarely heard of. According to Dewi (2019), the reasons for the students' low speaking ability are as follows: 1. Students do not have enough time to practice speaking, 2. Students do not master sufficient vocabulary, 3. Less attractive teaching methods lead to a lack of interest in practicing speaking, 4. Students are not able to convey the message of conversation in real life.

On the other side, the problem of speaking is also faced by the students of (Vocational High School) YAPIM Tambusai Utara of the second-year students. Through pre-observation, the teachers said that most of the students had many activities related to speaking but the teachers still found out the students felt frightful about delivering a speech or English spoken. The researcher found some problems: 1) some of the students feel encouraged to use English only when the teacher asks them; 2) some of the students still lack the confidence to speak in English, and 3) it is difficult for some students to give immediate responses in English.

The dreadful sense itself was acknowledged as "Anxiety". Speaking is the most anxiety-inducing skill, and it is the greatest source of anxiety in the language classroom (Öztürk & Gürbüz, 2013). Leila and Maryam (2017) discovered that students who were afraid of their classmates realized they did not know how to say their thoughts in English. Hence, they were fearful to be evaluated by classmates and teachers about their ability in delivering ideas. Thus, they might pretend they did not speak because discussing topics is not interesting or they may be anxious about teachers' evaluation and this performance anxiety can result in anxiety. According to Tanveer (2007), there are three anxiety aspects such as communication apprehension, fear of negative evaluation, and test anxiety.

Therefore, speaking is considered the most stressful skill for learners of a second or foreign language. It is because, in speaking, anxiety can be seen clearly when students perform speaking skills. As explained by Fatima and Anita (2015) that anxiety is one of the reasons that most students are awful in EFL classrooms. One of the causes of anxiety in speaking was feeling nervous, which effect students' ability in speaking English.

Based on the background above, the researcher needs to find out the reasons for speaking anxiety that are faced by the Second-Year Students of (Vocational High School) YAPIM Tambusai Utara.

RESEARCH METHODS

The design of this research was descriptive quantitative research about “A Study on the Problem of Speaking Anxiety of the Second Year Students of SMK YAPIM Tambusai Utara. 30 students in the second class of XI TKJ became the participants in this research. Then in collecting data the researcher used questionnaires. Later, the questionnaire was analyzed using Microsoft excel and collected by using FLCAS (Foreign Language Class Anxiety Scale) which is adapted by Horwitz (1986) for the level of speaking anxiety and a questionnaire based on Brown (2010) principle of the causal factors of speaking Anxiety. The data were analyzed by following these two steps. The first step was by using a Likert scale for scoring the FLCAS (Foreign Language Classroom Anxiety Scale) as displayed in Table 1.

Table 1. FLCAS (Foreign Language Classroom Anxiety Scale)

Statement's Level	Positive	Negative
Strongly agree (SA)	1	5
Agree (A)	2	4
Neutral (N)	3	3
Disagree (D)	4	2
Strongly disagree (SD)	5	1

(Horwitz et al. 1986)

For categorizing its level, speaking anxiety was divided into five levels according to Horwitz et al. (1986) from very relaxed up to very anxious as presented in Table 2.

Table 2. The Classification of Speaking Anxiety Levels

Interval	Category
4.21-5.00	Very high
3.41-4.20	High
2.81-3.40	Mediocre
1.81-2.80	Low
1.00-1.80	Very low

(Brown,2010)

The classification of speaking anxiety level was adapted from Brown (2010) principle to figure out why students feel anxiety when speaking English. The data were interpreted from the students' answers to each question. The scoring table was adapted from Oetting's Scale (Marlianti, 2020:21). In gathering the data, the researcher gave FLCAS questionnaire on an online test which consist of 30 questions and 40 minutes for students to answer it.

FINDINGS

This is a findings part. There are three types of speaking anxiety such as communication apprehension, test anxiety, and fear of negative evaluation. The result found that the total score was 94.7 with a mean score was 3.1 which means that the students' speaking anxiety is at a *mediocre* level. The score was calculated to know the mean score of each speaking anxiety component. Then, a higher score indicated a higher anxiety level. The result is reported in the Table below.

Table 3. The Summary of Student's Mean Scores of Speaking Anxiety

Participants	Total Score	Mean Score	Max.	Min.
30	94.7	3.1	111(3.7)	73(2.4)

Table 3 showed that the total score of 30 participants was 94.7 and the mean score was 3.1 with a maximal score was 111 and a minimum score was 73.

Table 4. Percentage of Students anxiety level

No.	Mean	Frequency	Percentage	Description
1.	1.81-2.80	5	16.6%	Low
2.	2.81-3.40	12	40%	Mediocre
3.	3.41-4.20	13	43.3%	High
Total Mean	3.1	30	100%	Mediocre

Table 4 describes the percentage of the student's anxiety levels. It can be indicated that the highest level of students' speaking anxiety was 43.3% and the lowest level was 16.6%.

The researcher classifies the anxiety level into three components there are communication apprehension, test anxiety, and fear of negative evaluation. The percentage of each component of speaking anxiety is shown in the following table below:

Table 5. Mean Score of Students Anxiety Level of Each component.

No.	Components	Total Score	Mean	Classification
1.	Communication Apprehension	968	3.22	Mediocre
2.	Test Anxiety	958	3.19	Mediocre
3.	Fear Negative Evaluation	951	3.17	Mediocre
	N=30	2877	3.19	Mediocre

Table 5. displays the mean score of students' anxiety levels in each component. It can be seen that the highest anxiety was in communication apprehension with a mean score of 3.22 and the lowest was fear of negative evaluation with a mean score of 3.17.

DISCUSSIONS

As it has been discussed in the previous chapter, the researcher tried to find out why the second-year students of (Vocational High School) YAPIM Tambusai Utara felt anxiety about speaking English. The researcher found that the level of speaking anxiety of the second-year students of (Vocational High School) YAPIM Tambusai Utara is at *mediocre* level. It was found that the dominant type faced by the students was communication apprehension with a mean score of 3.22. It can be concluded that some students felt anxiety whenever they were not able to speak English fluently. It happened because students do not understand the topic or purpose of the conversation itself, lack vocabulary mastery, being unable to articulate English words clearly.

The speaking anxiety faced by the students because of their incomprehension about the topic that will be spoken. Preparing for the performance becomes the way to reduce their anxiety; however, it cannot be done if the teacher asks them to speak without preparation.

The result of this research is supported by Indriyanti (2017) who also found the source of anxiety that the students experienced anxiety in speaking class because of a lack of vocabulary, lack of preparation, being afraid of making mistakes, being afraid of being laughed at by his/her friends. The difference between this result and previous research was shown in the aspect of anxiety. In this research, the results found that the dominant type faced by the students was communication apprehension. Another research by Rumiya (2018) voiced fear of negative evaluation by teachers and peers as an important source of anxiety. They feared the humiliation of being corrected in class especially if accompanied by disparaging remarks by the teacher. In short, those language anxieties happened on learning one of the productive skills of English and it caused self-defeating effects on students' learning motivation and level of participation.

CONCLUSION AND RECOMMENDATION

Conclusion

The objective of this research is to find out why the second-year students of (Vocational High School) YAPIM Tambusai Utara feel anxiety about speaking English. Based on the analysis of the data, the result of this research was *mediocre* level with a mean score of 3.1. The researcher confirmed that three components affected the second-year students (Vocational High School) YAPIM Tambusai Utara in speaking anxiety such as Communication Apprehension, Test Anxiety, and Fear of Negative Evaluation. Specifically, the English-speaking anxiety of the students in Communication Apprehension is at a mediocre level with a mean of 3.22. After that, the Test Anxiety is mediocre also with an average of 3.19. Lastly, in the aspect of Fear of Negative Evaluation is a *mediocre* category with an average of 3.17. Among the three types of speaking anxiety such as communication apprehension, fear of speaking tests, and fear of feedback by peers and teachers, the dominant type of speaking anxiety was communication apprehension.

The reason for having anxiety is because it happened due to their communications apprehension which needs more preparation for all things related to their performance so that they feel comfortable and confident.

The results mentioned that all types of speaking anxiety were in the relationship. The students had anxiety because they felt fear about the consequence of failing the speaking test, so they need preparation before speaking English to prepare for their performance so they could be relaxed without caring about negative evaluation.

Recommendation

Considering the results of speaking anxiety of the second-year students of (Vocational High School) YAPIM Tambusai Utara, three suggestions hopefully would be useful for the students, teachers, and the next researcher. Three recommendations are proposed in this research as follows:

1. English teachers are recommended to create a condition that makes students enjoy learning before explaining the material. They should avoid making the students feel under pressure in learning, such as giving feedback or rewards for the student's participation. The ways teachers communicate and interact with the students determine the students' feelings. So, the students could be related and feel confident in speaking English.
2. The students are recommended to make good preparation before performing in speaking English. They can share with their friends or ask for help from friends because students will feel comfortable learning if they have good relationships with their classmates. They should try to practice English in their mind, so they will not feel anxious about making mistakes when they learning and enjoy speaking in front of the class.
3. The next researchers are recommended to use other data collection techniques, e.g. observation, face to face interview to obtain a more comprehensive picture of such complex issues as language anxiety.

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