

An Analysis Of Students' Speaking Anxiety Of 10th Grade Students At SMA Negeri 1 Siantar

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Abstrak

Penelitian ini dilakukan untuk memahami dan menganalisis ketakutan siswa untuk berbicara bahasa Inggris, terutama di SMA NEGERI 1 Siantar (kelas sepuluh). Dari sudut pandang para siswa, investigasi ini akan secara khusus menentukan elemen yang dapat memicu rasa takut saat berbicara bahasa Inggris. Penelitian ini menerapkan paradigma studi kasus menggunakan metodologi kualitatif. Para peserta dipilih dari antara tiga puluh siswa. Sebuah survei digunakan untuk mengumpulkan materi. Sesuai temuan penelitian, berbicara bahasa Inggris di kelas X IPA 4 di SMA NEGERI 1 Siantar paling didorong oleh sentimen malu siswa. Ini menggambarkan bahwa kekhawatiran siswa tentang berbicara bahasa Inggris paling kuat dipengaruhi oleh ketidaknyamanan. Selain itu, ketakutan akan kegagalan memiliki peringkat terendah dari semua variabel yang menentukan kecemasan siswa saat berbicara bahasa Inggris. Berdasarkan itu, para peneliti dapat mengungkapkan bahwa segi paling besar adalah stres untuk membuat kesalahan.

Kata Kunci: *Kemampuan Berbicara Siswa; Kecemasan; Bahasa Inggris*

Abstract

This research was done in order to comprehend and analyze the students' fear to speak English language, particularly in SMA NEGERI 1 SIANTAR (tenth grade). From the standpoint of the students, this investigation will specifically pinpoint the element that could fuel speaking fear when speaking English. This research implemented a case study paradigm using a qualitative methodology. The participants were chosen from among thirty students. A survey was utilized to gather the material. As per the study findings, speaking English in class X IPA 4 at SMA NEGERI 1 SIANTAR was most driven by students' sentiments of embarrassment. This illustrates that students' apprehension about speaking English language is most strongly influenced by discomfort. Additionally, the fear of failing has the lowest rating of all the variables that determine students' anxiety when speaking English. Based on those, researchers can reveals that the least major facet was the stress towards making mistakes.

Keywords: *Students' Speaking; Anxiety; English*

INTRODUCTION

Considering language is the way through which humans communicate with one another, it follows that language plays a significant role in human life. Humans require speech to transfer any information. In Indonesian schools, English instruction is compulsory. From junior high to higher education, English is taught locally. Amongst various abilities we must learn when learning English are speaking, writing, reading, and listening.

“Speaking is not solely the aptitude for cognitive processing, according to Harmer (2007); it is also the capacity for fluent speech”. Sadly, not everyone can communicate clearly and easily. The most common reason is that they are concerned about making blunders when they speak English. Most students are confident, but they struggle with a lack of vocabulary, and as a result, they opt to converse in Indonesian rather than English. Every skill children acquire has issues, and these issues are referred to as anxiety. Anxiety includes feelings of inadequacy, shyness, tension, agitation, and anxiety. If speaking fluency is not an easy thing we will always find many reasons why most of students have problems in speaking English, and the reasons like incorrect grammar, lack of vocabulary and bad pronunciation, and the experts said these problems can be reasons for the students' poor academic performance, as we know these problems will hinder the students' ability in speaking English. “Speaking is a process of interaction, and where the speakers intend to build meaning through producing, receiving and processing the information” (Bailey, 2005). There are three functions of speaking: talk as interaction, as transaction and last talk as performance.

According to Harris (1974), “there are five components to speaking, spanning literacy, fluency, grammar, vocabulary, and pronunciation. Each ability has a special aim”. According to Juhana (2012), “a person's psychological makeup is what causes their struggles”. Additionally, there are other challenges that students encounter when speaking in front of the class, including panic, shyness, lack of enthusiasm, lack of self-confidence, and fear of making mistakes. Ernawati and Fatma (2012) states “there are two elements that affect students' anxiety, namely internal and external causes. Anxiety is a powerful emotion that results from a perception of dread that predicts something bad will happen. The exterior factors are: humiliation, lack of lexicon, classmate, grammatical error, and lack of preparation, while the internal factors are: nervousness, shyness, lack of self-confidence, and lack of motivation”.

In addition, there are issues with shyness, lack of drive, distrust, and uneasiness. This study concentrated on the internal and environmental factors that influence speaking anxiety while they were in front of a crowd. Ernawati and Fatma (2012) assert that both internal and external stimuli, separately, have such an influence on their anxiety. Further, there are internal factors like shyness, lack of confidence, lack of drive, and fear of making mistakes. Shyness, coworkers, grammatical blunders, a lack of vocabulary, and unpreparedness round out the external factors.

Horwitz et al. (1986) identified three behavior fears. The first is neuroticism, which is regarded as a type of shyness faced when chatting with those around. They are always soul and believe they are not capable of giving it their all. The terror of communicating might even be called on by the necessity to create a grammar and syntax in a language that has not yet been effectively finished.

In class, inability to adequately convey yourself might just be frustrating. This same second is test anxiety. Classify test anxiety as a form of performance anxiety spurred on by a phobia of faltering. Even smart students who have completed their coursework frequently make mistakes. Anxiety that arises when a learner is required to perform in a new or foreign language is referred to as speaking anxiety.

“Speaking anxiety shipment status to prior childhood trauma and/or a suspicion of being out of control, thus according Gardner and Macintyre (as cited in Nimat, 2013), because although speaking anxiety creates a low sense of self-confidence that causes students to remain quiet in all situations, irrespective of their ability to demonstrate themselves and knowledge that is worth hearing”. This suggests that internal experiences that can force pupils lose control of himself may be the cause of speaking terror rather than environmental stimuli.

In this section, the investigator will look into what causes students' speaking abilities to be most

affected by anxiousness. Likewise, the researchers used Yaikhong and Usaha's (2012) methodology to examine it. The researchers used a questionnaire in this inquiry.

On the basis of these factors, the research sought to identify the significant differences in speaking ability between students with greater levels of shyness and those with lower levels, as well as the substantial impact of shyness on speaking ability.

METHOD

This research employed qualitative research, which focuses on creating an explanation for social occurrences. "The aim of basic research methods, sometimes referred to as crucial interpretative study by others, is to understand the topic, a practice, or a distinctive vantage point from the perspective of the individuals involved", according to Ary et al. (2010). By posing respondents with questions and eliciting their input, the questionnaire served as a tool for data collection in this study. This is used to assess the level of fear of speaking among students.

This survey offers explanations for several issues for respondents who have speaking anxiety. The PSCAS (Public Speaking Class Anxiety Scale) by Yaikhong and Usaha has been employed to create the questionnaire. The PSCAS aimed at pinpointing the root reasons of students' speaking English fear. As she receives information and executes an analysis of the data using only a questionnaire, the researchers will witness the students' stress during speaking class. This study enables speaking from among SMA NEGERI 1 SIANTAR students.

This research is currently being carried out at SMA Negeri 1 Siantar. It is situated in Sitalasari, Kec. Siantar, Kab. Simalungun, Prov. North Sumatera, near Jl. Mahoni Raya No. 4 Perumnas Batu VI. This investigation will take place in the 2022–2023 academic year. Students in the tenth grade are the focus of this study. Purposive sampling is the sampling mechanism utilized in this study. The sample for this study will be X MIPA 4, which will be determined using the purposive sampling technique. At SMA Negeri 1 Siantar, the researchers do have opportunity to witness students' speaking anxiety. English tuition is provided to pupils during one course lesson.

The research's signals included both internal (lack of self-confidence, shyness, motivation, nervousness) and external (limited vocabulary, grammatical faults, friend/classmate, disgrace, lack of preparation) factors that contribute to students' stress when speaking English.

The method used to collect data involved the use of a questionnaire. The research utilized a PSCAS questionnaire that Yaikhong and Usaha had finalized and adopted. According to Sugiono (2013), "the questionnaire was a tool used to collect data that required requesting written responses from respondents". A media training graduates' panic level checklist that had been established by researchers with regard to a variety of public anxiety components was utilized in the poll.

Furchan (1992) says "a close question already has a competing response, and the subject of the study only selects the competing response that most closely matches his persona and experience". Positive and negative solutions to the questionnaire were both present. Serves as the key are those that acceptable or that draw attention to students' shyness in front of an arena, whereas unfavorable remarks include those that did not match or did not effectively represent the worry of trainees speaking in public.

The Likert Scale was used in this study to assess participants' attitudes, beliefs, and experiences with social phenomena. Its scale runs from overwhelmingly positive to extremely negative (Sugiono, 2013) Likert scale research tools are designed to resemble checklists. The response to the alternative subject on the checklist is indicated by the following statements: strongly agree (SA), agree (A), undecided (U), disagree (D), strongly disagree (SD). Based on the response category, add up the score:

Table 1. The Response of Questionnaire Using Likert Scale.

Categories	Score
Stongly Agree	5
Agree	4
Undecided	3
Disagree	2
Strongly disagree	1

FINDINGS AND DISCUSSION

Based on the research, the researchers found the result based on students' anxiety factor, there are internal and external factor. And, the result is:

Table 2. The result of the internal factor of students' speaking anxiety.

No	Indicator Component	Score
1.	Lack of Self – Confident	122
2.	Shyness	201
3.	Motivation	181
4.	Fear of Making Mistakes	88

Beside the internal factor the reseacher found the result of external factor that influence the students' speaking anxiety.

Table 3. The result of the external factor of students' speaking anxiety.

No	Indicator Components	Score
1	Lack of Preparation	132
2	Limited Vocabulary	198
3	Grammatical Error	90
4	Classmate	113
5	Embarrassment	298

DISCUSSION

The issue under discussion was the internal as well as factors that influence participants' anxiety whilst speaking in English. In order to determine what factors are impacting students' anxiety in internal and external contexts when speaking English in X - IPA 4 at SMA Negeri 1 Siantar, the official copy PSCAS scale adopted from Yaikhong & Usaha in 2012 was given and analyzed.

To the statistics, there were a variety of factors that increased students' stress when speaking English. The fear of making mistakes was the lowest relevant reason why students felt vulnerable when speaking English. In comparison to pupils who were afraid to make mistakes, a greater percentage of learners were motivated. the size of the student body, The proportion of pupils who lacked confidence was greater than the number of individuals who were mistake-averse, albeit it was lesser than the proportion of students who might have been shy and motivated. Unlike any other issue that causes students uneasy, speaking English makes the majority of students hesitant.

The analysis found seven components that have a consequence on the pupils' fear of speaking in English. Lack of self-confidence was the first component, scoring 122. Next, shyness received a score

of 201, motivation received a score of 181, and finally, anxiety about making mistakes received a score of 88. The researchers came to the conclusion that shyness elements were the internal factor that most affected students' stress in speaking English in X - IPA 4 at SMA Negeri 1 Siantar, while a part of fear of making mistakes was the lowest internal factor.

Five exogenous elements were identified by the researchers to be influencing pupils' anxiety levels when speaking English. These study found the variety of factors that affect students' anxiety whilst speaking in English. The least prevalent of all the reasons for students' anxiety when speaking English was grammatical errors. The percentage of classmates was greater than the proportion of students who committed grammatical errors, yet it was lower than the amount of individuals who would have been uneducated and had a little vocabulary.

Due to the pupils' lack of skill, international children had curtailed vocabulary than ought to have been. Additionally, fewer individuals than were ashamed to admit to having a limited vocabulary. The final factor with the highest score was the pupils' chagrin. The researchers came up with the conclusion that students' attributes factors and grammatical error factors—had different effects on their anxiety when speaking English in X-IPA 4 at SMA Negeri 1 Siantar.

CONCLUSION

In accordance with the data analysis's conclusions, internal and external factors both play an impact on students' nervousness when speaking English. Factor was also carried out using the PSCAS questionnaire that Yaikhong and Usaha utilized in its final form. The score for the embarrassment factor was 298. And humiliation receives the highest grade of all the variables that determine pupils' fear in speaking English. This indicates that students' concern about speaking English is most strongly influenced by humiliation. Additionally, the fear of making errors has the lowest rating of all the variables impacting students' anxiety when speaking English. It indicates that the least essential part was the worry about making mistakes.

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