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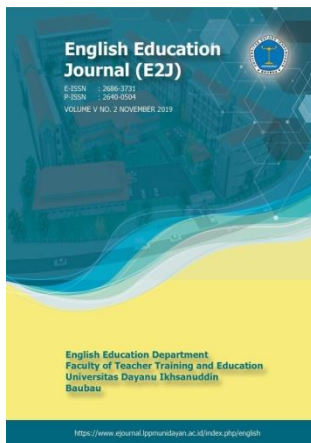
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# AN ANALYSIS OF SPEAKING ANXIETY BY THE TENTH GRADE STUDENTS OF SMA NEGERI 1 BAUBAU

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## Abstract

The problem statement of this research was what types and factors effecting the english-speaking anxiety of tenth grade students of SMA Negeri 1 Baubau. The objective of this research was to identify what types and factors effecting the speaking anxiety of grade tenth students of SMA Neeri 1 Baubau. This research used the qualitative research design. The subject of this research was the grade tenth students at SMA Negeri 1 Baubau in the odd semester 2022/2023. The data was obtained by observation and interview then was analyzed by the researcher with three steps: data reduction, data display, and draw conclusion or verification. This research found that there were three types and factors that effected the grade tenth students' speaking anxiety of SMA Negeri 1 Baubau. For types anxiety there were communication apprehension, test anxiety, and fear of negative evaluation. And for factors anxiety, there were afraid of making mistakes, lack of vocabulary, and lack of confident.

Keywords: Analysis, Speaking Anxiety.

## Abstrak

Rumusan masalah dari penelitian ini adalah jenis dan faktor apa saja yang mempengaruhi kecemasan berbahasa inggris siswa kelas X SMA Negeri 1 Baubau. Tujuan penelitian ini adalah untuk mengidentifikasi jenis dan faktor apa saja yang mempengaruhi kecemasan berbicara siswa kelas X SMA Negeri 1 Baubau. Penelitian ini menggunakan desain penelitian kualitatif. Subyek penelitian ini adalah siswa kelas X SMA Negeri 1 Baubau semester gasal 2022/2023. Data diperoleh melalui observasi

dan wawancara kemudian di analisis oleh peneliti dengan tiga langkah yaitu reduksi data, display data, dan penarikan kesimpulan atau verifikasi. Penelitian ini menemukan bahwa ada tiga jenis dan faktor yang mempengaruhi kecemasan berbicara siswa kelas X SMA Negeri 1 Baubau. Untuk jenis kecemasan ada kecemasan komunikasi, kecemasan ujian, dan ketakutan akan evaluasi negatif. Dan untuk faktor kecemasan, ada yang takut salah, kurang kosa kata, dan kurang percaya diri.

*Kata kunci: Analisis, Kecemasan Berbicara.*

## 1. INTRODUCTION

One of the most crucial abilities that English language learners need to improve is speaking. Students are urged to use English outside of the classroom, too. Speaking in class can help students develop a habit of speaking fluently, which will help them enhance their speaking ability. This will help students' ability to speak English more effectively. (Putra, 2018). According to Richard (2008), students frequently assess their language learning progress and the value of their English courses based on how much they believe their spoken language skills have improved. It is rude to suggest that the target language learner should master speaking as one of the language development skills.

One of the goals of English learning is to become a proficient English speaker. But students, especially those with psychological conditions, have diverse personalities. Students can have difficulties when they attempt to speak English but feel anxious or fearful of making a mistake, or when they hear a friend speak English fluently, they would feel insecure or unconfident by their English-speaking ability. These issues are referred to such as anxiety (Darmawati, 2017) anxious circumstances, such as when we experience trepidation, worry, or fear. People quake, sweat, struggle, and our hearts race (Tobias in Ansari 2015). Additionally, students who are worried find it difficult to use any acquired proficiency in a second language. A teacher may incorrectly conclude that a student has the essential aptitude for learning a language or the necessary drive to put in the work required for a strong performance as a consequence of their low test results and incapacity to perform in class (Horwitz et al., 1986).

Based on the previous research at the student of SMA NEGERI 1 BAUBAU The researcher will examine numerous instances where many participants experienced unease and anxiety when students attempted to speak in front of others in a classroom. For example, when the lecturer requests that the students talk in English, respond to an oral activity, or both, yet the students remain silent. Additionally, the interference with their presentation and explanation prevents students from successfully practicing English speaking. Therefore, the purpose of this study is to identify the types that causing students' feel anxiety and analyzing the factors of anxiety in English speaking class of the ten grade students' of SMA NEGERI 1 BAUBAU

Based on the explanation above, the researcher is interested in conducting the study with the title "*An Analysis of Speaking Anxiety by The Tenth Grade Students of SMA Negeri 1 Baubau*".

### 1.1. Definition of Speaking

Speaking is a useful ability that is utilized for verbal communication, information sharing, message delivery, and idea expression through words. As stated by Brown (1984) speaking is an interactive process of constructing meaning that involves the process of receiving, producing and processing information (Brown, 1984). As stated by Leong and friends (2017), Speaking involves more than just mouthing words, it also involves communicating information by doing so. (Leong et al., 2017). Actually, in its use, speech can be accompanied by body language and facial expressions in addition to the words that come from our mouths. It makes the idea or information that the speaker wants to convey can be received clearly by the listener. In other terms, speaking is a verbal or nonverbal communication activity.

### 1.2. Definition of Anxiety

Anxiety, one of the barriers to speaking, has a significant negative impact on the development of language learning, particularly in speaking performance, and it prevents people from successfully learning English. Juhanna in Izumi (2017) observed that the extremely restricted opportunity for practice may be the root of lack of self-confidence,

shyness, and quiet that prevents actual conversation. Additionally, worried students may "freeze" or "blank" and be unable to answer questions on tests with knowledge they already know. (Mashayekh and Hashemi, 2011). In many cases, They frequently could experience an anxious reaction that hinders their capacity to function well in a foreign language class. (Horwitz, et all., 1986) Students must minimize their anxiousness and have faith in their ability to learn English if they want to succeed in speaking.

## **2. METHOD OF THE RESEARCH**

### **2.1. Design of the Research**

This study used descriptive qualitative research as its approach. Heigham and Crocker (2009) provided support for the idea that qualitative research focuses on understanding how participants perceive a phenomenon at a certain time, within a specific setting, and for a variety of reasons. There are numerous methods of gathering data, including observations, interviews, and open-ended questionnaires, according to Heigham and Crocker (2009). Before distributing the interview questionnaire, the researcher conducted observations to identify the different types and causes of anxiety. She also conducted an interview to confirm the information she had gathered about the variables affecting the students' nervousness when speaking English. and types of students' anxiety in speaking English at the tenth-grade students' of SMA Negeri 1 Baubau

The instrument of this research was a questionnaire and listening test. The questionnaire was a ready-made questionnaire obtained from Missoum [17]. The questionnaire consists of 28 items which divided into three categories. They were metacognitive, cognitive and socio affective. For listening test was from English comprehension for senior high school book. The listening test consist of 30 questions in multiple choice form, the type of listening test focused on shorth conversation.

**2.2. Technique of Data Collection**The following were the techniques of data collection that were applied by the researcher in collecting data for the research.

1. The researcher did go to the participants' speaking lesson.
2. In order to gather data using some indicators, the researcher watched the activities in speaking class and paid close attention to the student who spoke in front of the class.
3. After speaking class, researcher gave the interview to the student
4. After conducted the interview, interview done to observed the factors caused students feel anxiety and supported also validated answer of the interview.
5. The last, the researcher did present the data in qualitative descriptive method.

### **2.3. Technique of Data Analysis**

Data analysis according to Huberman Sugiyono and Miles (2012), included the steps of words, reduction, display the data, and draw conclusion or verification.

The first step was reduction process. After the data is obtained, it could be done right away. interview and observation results organized into groups and patterns in accordance with the research question. The researcher gathered all data related to the student's anxiety about speaking English during this process.

The second step was display data. The data was grouped more specific. Data from a reduction have been short term categorized. The researcher used information about the causes of students' anxiety and different types of speaking anxiety in this approach.

The last step was conclusion process. The researcher did find out the structure of students' speaking anxiety in speaking English. in order to identify the different types of students' anxiety in speaking English, the researcher studied the responses from observation and interview.

## **3. FINDING AND DISCUSSION**

### **3.1 Findings**

In this section, the analysis of the data's findings was presented. To obtain more precise and reliable data, two instruments observation and interview were used in the data collection process.

#### **3.1.1 The Result of Obsevation**

The researcher used an observation checklist to gather the data, paying close

attention to how well the students spoke throughout both sessions. The observation checklist is composed of seven statements which have been checklist appropriate with the statements that the student's presence in their speaking performance. There were two statements about the students' physical and behavioral presence before speaking, and five statements about the students' physical and behavioral presence during speaking. The table below displays the findings from the observation checklist:

The table reveals that all of the students' statements about their physical and behavior presence in their speaking performances have been experienced by them. The first statement, "I prefer to sit in the back row," received a score of 6%. The second, third, and fourth statements, "Students keep silent when lecturer asks a question," "Students are going blank and using speech fillers," and "Students make excessive laughter," received scores of 93%, 60%, and 73%, respectively.

### **3.1.2 Types of Students Anxiety**

The different types of anxiety have been divided into three categories based on the results of the interview, as follows: They were nervousness about speaking in public, test anxiety, and dread of receiving poor feedback. According to the interview results, 7 students reported having communication anxiety, 10 reported having test anxiety, and 6 reported having worry of receiving a poor grade.

#### **a. Communication Apprehension**

Based on the interview results, seven students specifically said in the interview that they were anxious because they lacked confidence. The subsequent interview provided confirmation of this conclusion. From the interview, this type of speaking anxiety was experienced by 7 students in speaking performance. They were WAZ, NA, RA, ASI, TP,SS, and DU. The researcher found One student was identified by the researcher as having clearly said that he had learnt English since he was a little child, but because of his shyness, he had never given his best effort. He was WAZ. Other students who have unconfident about their English fluency, they were RA and NA. Additionally, the researcher discovered a student who became nervous

when she did not fully comprehend the subject and was unable to express herself in words In addition to these factors, the researcher discovered that some students were apprehensive because they feared that their audience wouldn't understand what they were saying or that they could miscommunicate. He couldn't pronounce the language well, or the grammar was incorrect, therefore that's why.

#### **b. Test Anxiety**

According to the results of the interview, 10 out of 15 students admitted that they felt nervous when speaking because they were worried of making mistakes. This discovery has been supported by the following interview. The result of interview revealed that test anxiety experienced by 10 students, they were RAA, H, RA, NZ, S, TP, ZFN, IW, FFJ, and DU. Based on interview, RAA and H revealed that their anxiety was triggered on by a lack of grammatical expertise because they were making mistake it in sentences. RAA mentioned that she was anxious because she was afraid of receiving a bad evaluation. However, the researcher decided to focus on test anxiety because, as she first said in her response, it was related to the anxiety of making mistakes. She also indicated that she was worried about making grammatical errors on the questionnaire. RAA, H, RA and NZ demonstrated that their lack of vocabulary was the cause of their anxiety. When the teacher requested them to talk, especially when the subject was unknown, they found it difficult to do so and worried that they wouldn't be successful.

#### **b. Fear of Negative Evaluation**

From the Interview result, six students who participated in the interview reported that they had anxiety because they were concerned about their what others think of them. They were WCC, NZ, TP, ZFN, H and IW. Based on the result of interview, WCC admitted that she was frightened of being judged negatively by her friends, even if they made a poor joke or laughed. She had this experience while giving a speech.

### **3.1.3 The Factors of Students' Anxiety**

The seven numbers that made up the interview regulations were used to examine

the factor. According to the results of the interview, the majority of students claimed that their fear of making mistakes, lack of vocabulary to express their ideas, unexpected task, lack of confidence, and fear of friends' opinions were the main causes of their speaking anxiety.

There were five categories for the factors that contributed to make student anxiety, including fear of making mistakes, a lack of vocabulary, a lack of confidence, friendships, and the sort of task:

#### **a. Fear of Making Mistakes**

The first factor identified in this interview was the fear of making mistakes. Before speaking in front of their friends and the lecturer, students were most likely to experience fear of making mistakes. Their low English proficiency made them hesitant to make mistakes. The most frequently reported cause of their nervousness before speaking performances was their fear of making mistakes in grammar, vocabulary, and pronunciation as a result of early observation, it was in compliance. The researcher noted that the students' remarks contained grammatical errors and mispronunciations. The results clearly demonstrated how little English the students knew.

#### **b. Lack of Vocabulary**

the second issue that was frequently identified in students who were anxious. The majority of students stated that speaking was tough for them since they had mastered the vocabulary. The vocabulary needed to producing language in speaking. Therefore, it was challenging for students to communicate their ideas, especially when the teacher unexpectedly gave a speaking task. The students might be unfamiliar with the topic and also unfamiliar about the vocabulary that they were going to be produced.

#### **c. Lack of Self-Confidence**

According to the results of the interview, several students had this factor as a source of anxiety. Students who lacked confidence were the second cause of anxiousness. Students' lack of self-assurance is a result of their negative self-perception regarding speaking. Because of their exaggerated or illogical

expectations about their speaking abilities, students lacked confidence.

### **3.2 Discussion**

This study was conducted through early observation and interviewing. To clarify the discussion, the researcher provided the following results of the data analysis:

#### **1. Types of students' anxiety**

based on the results of the researcher's interviews with participants that has been conducted to the researcher question. Those was the answer about the types that caused students' anxiety in speaking English, the researcher also categorized it into three types of anxiety according to Horwitz et all (1986), they were communication apprehension, test anxiety and fear of negative evaluation.

#### **a. Test anxiety**

According to Horwitz in Saputri (2017), Test anxiety is a fear of having one's performance judged by others that comes from a fear of performing badly and a worry of making mistakes. According to the result the most type that affected students in their speaking performance was test anxiety. There were 10 students become anxious when the teacher asking them to speak unexpectedly in from of the others. In addition to their lack of preparation, the majority of them believe they are terrified of performing bad while speaking in English because they lack knowledge of pronunciation, vocabulary, and grammar. These also occur in stuents who are hesitant to make mistakes.

#### **b. Communication apprehension**

The second type of concern the students felt during speaking performances was communication apprehension. According to the aforementioned findings, 8 students exhibited typical timidity and lacked the confidence to speak in front of others. Due to their limited English skills and reluctance to speak in front of their friends, some students lack confidence and experience nervousness. Students who are concerned that their speech won't convey the message clearly are also present. Students' communication proficiency is significantly impacted by communication anxiety. The ability to study a foreign language and improve communication skills is

preferred for students who normally find it difficult to talk in front of others (Horwitz, 1986).

#### **a. Fear of negative evaluation**

Fear of receiving a poor grade was the type of speaking English anxiety that students experienced the least. Anxiety about receiving a negative evaluation is comparable to exam anxiety. The unsupportive classmates who give them unpleasant vibes when they make mistakes, such as laughing or whispering, make the six students who had anxiety of negative evaluation uncomfortable.

## **2. The factors causing students' anxiety**

In order to understand the factors that caused students' anxiety in speaking English in class X8 at SMA Negeri 1 Baubau, the reasons that students' anxiety in speaking English were divided with an interview.

There were certain factors contributing to the students' anxiety of talk in English. According to the research's findings, these characteristics can be divided into five categories: fear of making mistakes, a limited vocabulary, a lack of confidence, friends or classmates, and the type of task.

#### **a. Fear of making mistakes**

Eight students were found to have had it in their speaking performances. Students can make mistakes by pronouncing words incorrectly, failing to use proper grammar, or both while still having a limited vocabulary. One of the contributing factors of students' speaking anxiety was their lack of vocabulary. Additionally, Listriyaningsih (2018) claimed that students' nervousness in public speaking becomes worse by their fear of making mistakes.

#### **b. Lack of vocabulary**

Based on the results, eight students proved that their vocabulary deficiencies are the main reason of their speaking difficulties. When the teacher addressed them questions off-topic, students occasionally lacked the vocabulary necessary to articulate their thoughts. The students' lack of vocabulary made them hesitant to speak English. The earlier research identified lack of vocabulary as one of the causes of anxiousness. Herwanto (2013) said that as he tried to remember the one word, he wanted to use to communicate his thought, the anxiousness that caused him

to forget the entire idea he (participant) intended to say arose.

#### **c. Lack of confidence**

According to the result analysis, the researcher identified six students who lacked confidence because they had social and interpersonal anxiety. They lacked the self-confidence and the confidence to talk because of external forces. Nervousness, shyness, insecurity, and a lack of English language expertise turned into internal elements that made them anxious. Lack of confidence was the second element that this study identified as contributing to students' fear when speaking English.

#### **d. Friend/Classmate**

Based on the findings, the researcher discovered that five students were terrified of receiving a negative evaluation from a friend. They have instances where their performance was negatively impacted by their unhelpful friends for instance, when a student makes a pronunciation or grammar error, their friends frequently giggle or mumble to one another. The students felt blank and self-conscious under those circumstances.

According to the previous study by Listriyaningsih (2018), friends related fears or worries were not the outcome or fallout of actual negative experiences with classmates. For example, when friends laugh when they make mistakes, this is actually a psychological disorder because they believe other people are superior and consider making the wrong choice to be a serious issue. However, the majority of students paid little attention to their other students' critical comments.

#### **d. Type of task**

In a previous study, Herwanto (2013) observed that when students were requested to show their activities to the class, the tasks started to seem stressful. Their performance was affected by their confidence when they rehearsed speaking in front of their friends. According to the outcome, three students displayed it during their speaking performances. The students become rather uncomfortable when they had to give presentations or impromptu speeches in front of their peers and lecturers. Most of the students' anxiety stems from the lecturer

giving them an unexpected task, their persistent worry about making mistakes, and their dread of receiving a negative evaluation from the teacher or their peers.

#### 4. CONCLUSION

Based on the findings and discussion on the previous chapter, the researcher concluded there are three types of anxiety that students experienced in their speaking performance based on the interview they are: (1) communication apprehension (2) test anxiety (3) fear of negative evaluation.

According to the results of the analysis of the anxiety-causing causes, test anxiety, which affected 10 students, was the most common type of anxiety. The second most common concern, which eight students said, was communication anxiety, and the lowest, which six students reported, was fear of receiving a negative evaluation. And also, according to the result analysis of factors anxiety, there are three factors that causing students' anxiety in speaking English, as follow: (1) afraid of making mistake (2) lack of vocabulary (3) lack of self-confident.

The first element that causes anxiety in students is their fear of making mistakes because they believe they have poor English proficiency and are concerned about performing poorly. Of the fifteen kids, 8 were affected. The second problem was the lack of vocabulary that eight students encountered, which made it difficult for them to express themselves verbally. Six students expressed lack of confidence as the third factor. Most students experience anxiety as a result of their lack of confidence in their speaking abilities. The fourth involved five students' experiences with friends and classmates.

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