FACTORS CONTRIBUTING STUDENTS’ SPEAKING ANXIETY IN SPEAKING

**Suparlan**

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| ***Article Info*** | **Abstract** |
| ***Article History***  *Received:*  *Revised:*  *Published:* | *The aim of this research was to find out the factors contributing students’ speaking anxiety in speaking at MTs. Darul Ishlah Ireng Lauq Lombok Barat. This research was classified as case study using descriptive quantitative method. In gathering the data questionnaire and interview was used. Meanwhile, in analyzing the data, interactive model which consisted four components these are data collection, data condensation, data display, and conclusion. So, the result of this research showed that there were 10 (ten) factors that contributing students’ anxiety, such as being afraid to speak in English, being afraid with teacher’s consequence, lack of self-confident, fear of being less competent than others students, embarrassment, insufficient preparation, fear of making mistakes, limited vocabulary, habit in using English language, and language test.* |
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**INTRODUCTION**

**Background of the Research**

English is a media to communicate with people around the world, English speaking skill is considered to be an important skill. Students should have a good command of communication skills in English to prepare their feature careers and lives. Due to English is considered as the foreign language, students can only develop their speaking ability in classroom, but they do not use this chance to enhance their speaking ability. It happens because many factors, one of them is foreign language anxiety, students are not comfortable to speak in front of others, and they are unable to manage their emotion related to nervousness, luck of self- confidence, shyness, etc. To be able speak in English correctly, they should overcome those problem, besides, if someone wants to have a good command of communication skills, someone should have enough vocabulary and use it in good order, speaking by using a good grammatical, having a good fluency in communicate and also pronouncing the words properly.

However, in reality, when researcher conducted observation at MTs. Darul Ishlah Ireng Lauq Lombok Barat, speaking is considered as one of difficulty skills. The difficulties might affect students’ ability in speaking particularly in foreign language. Furthermore, speaking is an anxious triggering activity that makes students anxious when they are in classroom, many learners are highly anxious because of participating in speaking activities. In fact, speaking is the most anxiety-provoking language skill in foreign language situation. According to Saville-Troike (2006: 90), anxiety has received the most attention in SLA research, along with lack of anxiety as an important component of self-confidence. Anxiety correlates negatively with measures of second language proficiency including grades awarded in foreign language classes, meaning that higher anxiety tends to go with lower levels of success in second language learning. In addition to self-confidence, lower anxiety may be manifested by more risk-taking or more adventuresome behaviors. Further, they even become more anxious when given questions or asked to perform in front of the class because they are afraid to make mistakes and thought less competence than others.

Those problems above are caused by students’ linguistic competence, such as the lack of vocabulary, poor grammar, lack of idea to speak, wrong intonation, and inappropriate pronunciation. Aside from the linguistic competence, students also have the difficulty related to their psychological traits, such as luck of confident, fear, and anxiety. Besides, teacher’s contribution in teaching learning process has important role to build their speaking ability, however, teacher is seldom to prepare situation where students have a large opportunity to practice their speaking. So there is no chance to avoid their difficulty in linguistic competence and psychological traits. Actually, while someone often practice their language little by little anxiety will be decreased and the experience in speaking can make students are able to solve their problems in linguistic competence.

The statement indicates that students with anxiety are likely to avoid such activities in which require them to speak in foreign language because of fear of making mistakes and over the risks when speaking. Therefore, it is important to find out the causes or factors that contributing students’ speaking anxiety.

# Statements of the problem

In order to acquire description clearly related to the problem and based on the background of the study, the present researcher formulated statement of the problem as follows: what are the factors contributing students’ speaking anxiety in speaking at MTs. Darul Ishlah Ireng Lauq Lombok Barat?.

# Purposes of the Research

Based on the statements of the problem above, the mainly aim of the research is to find out the factors contributing students’ speaking anxiety in speaking at MTs. Darul Ishlah Ireng Lauq Lombok Barat.

# Significance of the Research

There were two kinds of importance of this research; theoretical and practical. The expected advantages of the study both theoretical and practical are:

1. Theoretically

The result of this research to enrich the theory of factors contributing students’ speaking anxiety in speaking and this research can be used as the references for those who want to conduct a same research.

2. Practically

a. For teacher

By knowing the existence of language anxiety in speaking English which is experienced by the students, teachers are expected to be able to reduce their students’ anxiety in speaking English in classroom. Besides, teacher is able to arouse the students to speak fluently.

b. For students

This research is expected to help students to find out way or strategies to overcome their anxiety problem when speaking English in Public.

# Scope and Limitation of the Research

The research focuses on an observing the factor contributing students’ speaking anxiety at MTs. Darul Ishlah Ireng Lauq Lombok Barat.

# Definition of Key Terms

The purpose of the definition of key terms is to avoid misunderstanding. The terms are:

1. Speaking

Speaking in this study refers to a skill to express argument, ideas, and daily conversation through English as an oral communication (Brown, 2001).

2. Speaking Anxiety

Speaking anxiety in this study refers to a distinct complex of self- perception, beliefs, feeling, and behaviors related to classroom learning arising from the uniqueness of the language learning process, particularly in speaking English (Horwitz and Cope, 1986)

**RESEARCH METHOD**

**Research Design**

This research was classified as case study using descriptive quantitative method. Case study is basically an intensive study of an individual or group that is seen having a particular case ( Mashulah, 2013: 30). A case study was a single instance of some bound system, which can range from one individual to a class, a school, or an entire community. The data gathered can include interview data, narrative accounts, classroom observations, verbal reports, and written documents (McKay, 2006: 71).

The design of this research was descriptive quantitative, where researcher presents data in numerical and descriptive form. Descriptive quantitative was used in this research because the data obtained by the researcher based on quantitative data, then the researcher explains the results of the data into descriptive form. The descriptive design was appropriate with this research since it describes the factors that cause the students’ speaking anxiety in speaking at MTs. Darul Ishlah Ireng Lauq Lombok Barat.

# Subject and Object of the Research

The subjects of this research are students from MTs. Darul Ishlah Ireng Lauq Lobok Barat. From the seven to the nine grade, eight grade students of MTs. Darul Ishlah Ireng Lauq Lombok Barat was chosen as the subject of the research. The eight grade students are chosen as subject of the research in consideration that they have learnt English for several years and are capable to represent their opinion related to the statement of the problem. Further, the total population in eight grade was 42 that consist of 2 (two) classes, so the researcher used all of the population as the sample. Meanwhile, object of the research was speaking because speaking was considered as one of difficult skills that have been faced by the students.

# Research Instrument

1) Questionnaire

Questionnaire was used as the research instrument. The questionnaire was the adaptation and translation of FLCAS (Foreign Language Classroom Anxiety Scale) developed by Horwitz et al. (1986). There are 33 questions in the questionnaire and it was written in Indonesian language to help the students understand the content easily. This instrument has 33 question items which ask respondents to respond to situations specific to foreign language learning anxiety and reflect the three components of foreign language anxiety: communication apprehension, test anxiety, and fear of negative evaluation (Ganschow & Sparks, 1996: 199). For example, they ask questions about students’ anxiety in situations like speaking in front of the language class, taking exams in language course, and perceiving other students’ evaluation of them. 24 of the items are positively worded, and 9 of the items are negatively worded. Since the item 2, 5, 8, 11, 14, 18, 22, 28, 32 are negative, the score was reversely computed. Minor modifications are made to the instrument. For example, “foreign language” was changed to“English language”. The spread of the items can be seen in the table below:

Table 1

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Variable** | **Domains** | **No. Item** | | **Total** |
| **(+)** | **(-)** |
| Foreign Language Classroom Anxiety | Communication Apprehension | 1, 4, 9, 15,  24, 27, 29,  30 | 14, 18, 32 | 11 item |
| Test Anxiety | 3, 6, 10, 12,  16, 17, 20,  21, 25, 26 | 5, 8, 11,  22, 28 | 15 item |
| Fear of  Negative Evaluation | 7, 13, 19,  23, 31, 33 | 2 | 7 item |
| Total | | 24 item | 9 item | 33 item |

2) Interview

After having the result of FLCAS. Then the researcher conducted interviews to get further and detail information about what factors make students anxious in speaking class. The utilized interview in this study includes three questions that address issues relating to the factor contribute anxiety on the English speaking skill of the students in their classrooms. The interviews are held individually. The interviews take two weeks and each one lasted approximately (10-15) minutes. Later, in interviewing students, researcher used the semi- structured individual interviews where according to Robson (in Irzeqat, 2010: 41) that the semi-structured interviews enable the researcher to access the interests and the involvement of the interview.

# Techniques of Data Collection

In collecting the data from students, the researcher used two instruments which are questionnaire and interview. The questionnaire was the adaptation and translation of FLCAS (Foreign Language Classroom Anxiety Scale) developed by Horwitz et al. (1986). Meanwhile, interview was made by researcher after seeing students’ anxiety scale.

Firstly, the questionnaire which taken from FLCAS was distributed to the students. Questionnaire was a technique of collecting data by delivering or distributing a questionnaire to the respondent with the hopes that they responded the questionnaire (Mashulah, 2013: 34). According to Sugiyono (2009: 63) there are two types of questionnaire, those are close form questionnaire and open form questionnaire. Open form questionnaire was a question that hopes the respondent to write his or her answer about something descriptively. On the other hand, close form questionnaire helped the respondent to answer quickly, because the researcher gives an alternatives answer to them. In this research, the researcher used close form questionnaire, the students were given some question with 5 (five) alternative answers (Strongly agree, Agree, Neither agree nor disagree, Disagree, Strongly disagree), which had to be chosen by the students.

Scondly, the questionnaire’s result was collected and analyzed; students who had high anxiety in speaking class was conducted to interview. Thirdly, interview was one of the techniques of collecting data that was done by dealing a question directly to the interview. According to Allport as quoted by Jehoda in Sutrisno’s book states that if we want to know what people feel, what they remember, what their emotions and motives are like, and the reasons for acting as they do why not ask them (Mashulah, 2013: 35). It means that interview helped the interviewer to know what the interviewee feels about something. In this research, the researcher interviews the students that had high anxiety in speaking class. It is used to know more detail information from students in order to support the data obtained through the questionnaire.

**Techniques of Data Analysis**

According to Miles & Huberman (1994: 12), there are four component of data analysis which was called interactive model. Those components are: Data collection, Data condensation, Data display and Drawing and Verifying Conclusions.

1) Data collection

In this phase the data was collected as explanation in the previous page of technique data collection. The data was collected from questionnaire and interview.

2) Data condensation

*Data condensation* refers to the process of selecting, focusing, simplifying, abstracting, and/or transforming the data that appear in the full corpus (body) of written-up field notes, interview transcripts, documents, and other empirical materials. By condensing, we’re making data *stronger*. (We stay away from *data reduction* as a term because that implies we’re weakening or losing something in the process.)

The result of questionnaire and interview are selecting and focusing based on the statement of the problem that states what are the factors contributing students’ speaking anxiety in speaking at MTs. Darul shlah Ireng Lauq Lombok Barat?. The data condensation need for about 1 (one) to be selected.

3) Data display

For about 1 (one) week the researcher organized and compress the result from questionnaire and interview that have been selected in data condensation. It was about factors contributing students’ speaking anxiety in speaking at MTs. Darul Ishlah Ireng Lauq Lobok Barat. After that the data was concluded.

4) Drawing and Verifying Conclusions

The last stream of analysis activity was conclusion, drawing and verification. Conclusion drawing, in our view, was only half of a Gemini configuration. Conclusions are also *verified* as the analyst proceeds. Verification may be as brief as a fleeting second thought crossing the analyst’s mind during writing, with a short excursion back to the field notes; or it may be thorough and elaborate, with lengthy argumentation and review among colleagues to develop “intersubjective consensus” or with extensive efforts to replicate a finding in another data set.

After the data was collected, condense and display; the last steps was conclusion. Before, the data was written to be a good thesis, researcher was concluded, drawn and verified the data obtained from questionnaire and interview which have been selected and organized.

**RESEARCH FINDINGS AND DISCUSSION**

**Research Findings**

There are two kinds of data used in this research, and the research finding presents the result of the research based on those data.

The first data obtained from the result of the questioner given to the students about Foreign Language Anxiety (FLA). The second data obtained from the result of interview to the students is used to support the data obtained through the questionnaire.

Based on those data, then the researcher obtained the following results:

1) The data obtained from questioner

Data from questioner were collected to measure level of anxiety experienced by the students in the English classroom. It utilized Linkert’s scale which range from 1 to 5 for negative statement and 5 to 1 for positive statement. The positive statements were in questions numbers 2, 5, 8, 11, 14, 18, 22, 24, 28, and 32. Meanwhile negative statements were in questions number 1, 3, 4, 6, 7, 9, 10, 12, 13, 15, 16, 17, 19, 20, 21, 23, 25, 26, 27, 29, 30, 31, and 33. After that, the researcher counted the data manually following the Oetting’s scale (1983), it was categorized into five levels: very relaxed, relaxed, mildly anxious, anxious, and very anxious. To be more specific, the participant chosen were the students gained higher speaking anxiety. The table bellow shows the level of foreign language classroom anxiety scale.

Table 2

|  |  |
| --- | --- |
| **Range** | **Level** |
| 124-165 | Very anxious |
| 107-123 | Anxious |
| 86-106 | Mildly anxious |
| 65-85 | Relaxed |
| 33-63 | Very relaxed |

The following chart summarizes the data about the students’ level of anxiety.

Table 3

|  |  |  |  |
| --- | --- | --- | --- |
| **No** | **Students** | **Level** | |
| 1. | LSH | 64 | Relaxed |
| 2. | H | 66 | Relaxed |
| 3. | FFA | 71 | Relaxed |
| 4. | ASH | 71 | Relaxed |
| 5. | SW | 71 | Relaxed |
| 6. | MZH | 72 | Relaxed |
| 7. | MKAW | 74 | Relaxed |
| 8. | MZI | 77 | Relaxed |
| 9. | HI | 80 | Relaxed |
| 10. | A | 80 | Relaxed |
| 11. | MU | 83 | Relaxed |
| 12. | ZK | 83 | Relaxed |
| 13. | LST | 84 | Relaxed |
| 14. | KS | 84 | Relaxed |
| 15. | HA | 85 | Relaxed |
| 16. | RAM | 87 | Mildly Anxious |
| 17. | JA | 88 | Mildly Anxious |
| 18. | HY | 90 | Mildly Anxious |
| 19. | PEP | 90 | Mildly Anxious |
| 20. | APA | 92 | Mildly Anxious |
| 21. | STW | 92 | Mildly Anxious |
| 22. | DSH | 93 | Mildly Anxious |
| 23. | IL | 93 | Mildly Anxious |
| 24. | SJ | 94 | Mildly Anxious |
| 25. | LZY | 94 | Mildly Anxious |
| 26. | Y | 96 | Mildly Anxious |
| 27. | M | 96 | Mildly Anxious |
| 28. | YH | 97 | Mildly Anxious |
| 29. | HH | 98 | Mildly Anxious |
| 30. | SR | 98 | Mildly Anxious |
| 31. | K | 99 | Mildly Anxious |
| 32. | AKI | 100 | Mildly Anxious |
| 33. | AS | 100 | Mildly Anxious |
| 34. | HK | 101 | Mildly Anxious |
| 35. | I | 102 | Mildly Anxious |
| 36. | ES | 106 | Mildly Anxious |
| 37. | LS | 107 | Anxious |
| 38. | N | 109 | Anxious |
| 39. | LA | 112 | Anxious |
| 40. | HM | 121 | Anxious |
| 41. | LI | 126 | Anxious |
| 42. | AAS | 129 | Anxious |

Based on the table and chart above, it could be concluded that 6 (six) students were in anxious level, 21 (twenty one) students in mildly anxious level, and 15 (fifteen) students were in relaxed level. Related to the result of students’ level anxious, the researcher analyzed the most thing that was caused students’ anxious. The researcher found that students afraid to speak in English caused students' anxiety greatly. The result of responding No. 1 “*I never feel quite sure of myself when I am speaking in my English class*" is (43%), No. 4 “*It frightens me when I don't understand what the teacher is saying in the foreign language.*” (50%) , No. 9 “*I start to panic when I have to speak without preparation in English class*" is (45%), No. 24 “*I feel very self‐conscious about speaking the foreign language in front of other students.*”, (31%) and No. 27 “*I get nervous and confused when I am speaking in my language class.*” (34%) . Those five numbers are included in the domain of communication apprehension (based on the domains constructed by Horwitz et al., 1986). These students were exceedingly shy when they had to speak English in front of others. They were easily embarrassed and nervous because they felt that everyone was looking at them and judging them.

Then, the situations that make students anxious are the statement No. 3 “*I tremble when I know that I'm going to be called on in language class*.” (43%), No. 10 “*I worry about the consequences of failing my foreign language class.*” (48%), No. 12 “*In language class, I can get so nervous I forget things I know*.” (39%), No. 16 “*Even if I am well prepared for language class, I feel anxious about it*.” (42%), No. “*I can feel my heart pounding when I'm going to be called on in language class*.” (48%), No. 25 “*Language class moves so quickly I worry about getting left behind*.”, and No. 26 “*I feel tenser and have more pressure in English class than in other classes*” (31.6%). Those two numbers are included in the domain of test anxiety (based on the domains constructed by Horwitz et al., 1986). These students were test-anxious either because of undue expectation of test results or because of unpleasant test experience in the past.

Last, anxious students were worried that they were less competent than their classmates. They highly endorsed the statements in No. 23 "*I always feel that my classmates speak better English than I*" (36.8%) and in No. 7 "*I think that my classmates’ English is better than mine*" (36.8%). Those two numbers are included in the domain of fear of negative evaluation (based on the domains constructed by Horwitz et al., 1986). These students not only were apprehensive about others’ evaluation but also anticipated that their classmates would evaluate them negatively.

Also, anxious students were caused by fear of making mistakes. They endorsed the statements No. 2 in a reverse item “*I don't worry about making mistakes in English class”* (50%). It means that 50% of the students worry to make mistake in English class. Further, students anxious because embarrassment and lack of preparation, this statement supported by the item No. 13 “*It embarrasses me to volunteer answers in my language class*.” (31%), and No. 33 “*I get nervous when the language teacher asks questions which I haven't prepared in advance*” (32%). Those three numbers are also included in the domain of fear of negative evaluation (based on the domains constructed by Horwitz et al., 1986).

It figured out that factor that was caused foreign language anxiety of MTs. Darul Ishlah Ireng Lauq Lombok Tengah that being afraid to speak in English, being afraid with teacher’s consequence, lack of self-confident, fear of being less competent than others students, embarrassment, insufficient preparation and fear of making mistakes. This finding corresponded with the three components of foreign language anxiety of Horwitz, Horwitz, and Cope, (1986).

2) The data obtained from interview

After counting students level anxiety, researcher found 6 (six) students were in anxious level. By using audio recording, researcher interviewed them. The data obtained from interview showed the result that most of them anxious because lack of preparation, afraid making mistake, language test, teacher’s punishment, limited vocabulary, habit in using English language, fear of negative evaluation from friends. Those statements above were supported by interviewee’s quotation; Participant 1: *I ever feel anxious when teacher ask me question and I do not know what to say because I do not know the meaning*. Participant 2: *I feel anxious while teacher come to class and give test*. Participant 3: *Sometime I feel anxious while I come forward, afraid making mistake and afraid if my friend gibe at me*. Participant 4: *I feel anxious if my teacher ask me to come forward for asking questions and I am afraid teacher will give me punishment if I can not answer it and I am afraid if my friends laugh at me*. Participant 5: *I am anxious if teacher ask me to read in front of class, and I do not have preparation, after that I am afraid if my friends laugh at me*. Participant 6: *I am anxious if teacher call me to speak English in front of class, English is a foreign language that seldom we use in our daily life.*

**Discussion**

In order to answer the research question *“what are the factors contributing students’ speaking anxiety in speaking at MTs. Darul Ishlah Ireng Lauq Lobok Tengah?”.*Based on the data gained from questioner and interview, the result could be drawn as follows.

According to the result of the FLCAS (Foreing Language Classroom Anxiety Scale) questionnaire, students from language program class were mostly categorized as mildly anxious students there are 21 (twenty one) Meanwhile there are 6 (six) students categorized as anxious students and 15 (fifteen) categorized as relaxed students. The students from anxious level were focused on this study. Based on the result of questioner which were responded by 42 students, the factors caused language anxiety in speaking English are being afraid to speak in English, being afraid with teacher’s consequence, lack of self-confident, fear of being less competent than others students, embarrassment, insufficient preparation and fear of making mistakes. Next, related to the interview there were 6 (six) factors contributing anxiety, The firstly students could not have enough preparation. The Second afraid making mistake, this factor hindered the students to take courage to speak. The Third language test, some particular languge test made them anxiety because they do not know what to answer. The Fourth teacher’s punishment made students afraid to speak. The Fifth because of students’ limited vocabulary, they do not know the meaning what teacher ask. The Sixth habit in using English language in Indonesia, fear of negative evaluation from friends, this factor has become an obstacle that made the students feel anxious in performing their speaking.

So it could be concluded, there were 10 (ten) factors that contributing students’ anxiety, such as : 1. being afraid to speak in English, 2. being afraid with teacher’s consequence, 3. lack of self-confident, 4. fear of being less competent than others students, 5. embarrassment, 6. insufficient preparation, 7. fear of making mistakes, 8. limited vocabulary, 9. habit in using English language, and 10. language test.

**CONCLUSION**

Based on the data analysis and the discussion in previous chapter, the researcher finally comes to the conclusion, students from language program class were mostly categorized as mildly anxious students there are 21 (twenty one). Meanwhile there are 6 (six) students categorized as anxious students and 15 (fifteen) categorized as relaxed students. The result of this research shows that, there were 10 (ten) factors that contributing students’ anxiety, such as : 1. being afraid to speak in English, 2. being afraid with teacher’s consequence, 3. lack of self-confident, 4. fear of being less competent than others students, 5. embarrassment, 6. insufficient preparation, 7. fear of making mistakes, 8. limited vocabulary, 9. habit in using English language, and 10. language test.

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