

FACTORS OF STUDENTS' ANXIETY IN SPEAKING ENGLISH CLASS AT THE SIXTH SEMESTER OF THE INFORMATICS ENGINEERING STUDY PROGRAM UNIROW TUBAN

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Abstract

The students in English class at the sixth semester of the informatics engineering study program UNIROW Tuban try to communicate within their limited abilities. They also fear being evaluated negatively by teachers and peers who reveal their shortcomings. In addition, in some cases, students often laugh at their colleagues who make mistakes, so they prefer to be silent rather than practice their English. This study aims to determine what anxiety factors are experienced in speaking English class at the sixth semester of the informatics engineering study program. The method used in this study is qualitative with a descriptive approach. Based on the results of in-class observations, nine students were selected as respondents who were interviewed in depth. Research data was collected through class observation and in-dept interviews. The results of this study indicate that the anxiety factors that cause students not to be able to speak English in class are Shyness, lack of confidence, fear of making mistakes, and lack of vocabulary.

Keywords: Anxiety, English Class, Informatics Engineering

INTRODUCTION

English has developed rapidly as a global communication tool. Therefore, English teachers use a variety of approaches to teach their students various basic language skills, ranging from writing skills to listening, speaking, reading, and writing skills. The need for good communication skills has increased as a result of the use of the latest language learning methods and the increased use of English [1].

Speaking is considered as the fundamental and very efficient form of human communication. It is a process through which people exchange ideas, views, opinions, and all other information. The most significant process of any language learning is speaking. Students try their level best and take effort to improve this productive skill in many ways but English language speaking anxiety is considered as one of the most challenging issues in teaching learning process [2]. The ability to speak is closely related to this communication ability. Learning the ability to speak (speak) is not as easy as it seems. To be able to speak English fluently, affective and cognitive factors also have an influence on the development of students in the learning process.

[3] Brown states that three types of affective factors affect students in the learning process: achievement motivation, self-confidence, and self-anxiety. Brown also added that language proficiency can be achieved if a learning environment makes students have a low level of self-anxiety and a low level of self-resistance. There are many studies that explain that the factor of self-anxiety is considered one of the most influential affective factors for students in English-speaking activities in class. This anxiety can cause various difficulties for students to provide appropriate responses in speaking activities [3]. This of course can hamper the mastery of speaking skills that are fluent and in various acceptable contexts in life.

Mastery of the ability to speak English with correct pronunciation, fluency, and improvisational speaking is influenced by several factors, one of which is a factor that comes from the students themselves, namely the anxiety factor. Anxiety that often arises before, during, and after

learning activities take place is a feeling of discomfort experienced by students. This is usually negative and brings unpleasant consequences when the anxiety level is high [4]. According to [5] anxiety is a physiological state characterized by somatic, emotional, cognitive, and behavioral components; it is an unpleasant feeling of fear and worry. The basic meaning of the word anxiety is 'troublesome'; Whether or not there is psychological stress, anxiety can create feelings of fear, worry, and anxiety. Anxiety is considered a normal reaction to stress. Many students in EFL classes face a very common problem, which is anxiety; because this is what keeps students from developing their speaking skills, and undermines their performance and also their achievement in English.

[6] Tran states that in situations learning English, students may feel anxious because of problems related to several reasons. First, communication concerns; second, fear of negative evaluation; and third, a general feeling of anxiety. [7] states negative personal feelings such as anxiety, tension, and lack of self-confidence sometimes can sometimes hinder the learning and speaking process of the target language. From the background of some of the explanation above, the writer wants to know about Factors of Students' Anxiety in Speaking English Class at The Sixth Semester of The Informatics Engineering Study Program Unirow Tuban.

METHODOLOGY RESEARCH

This type of research uses qualitative methods with a descriptive approach, the respondents of this study are students in English class at the sixth semester of the informatics engineering study program at UNIROW Tuban, [8] stated that the qualitative approach is research that is interpretive (using interpretation) which involves many methods in examining other research. Descriptive research studies according to Issac Stephen and William B. Michael in their book entitled Hand Book in Research and Evaluation [9] explain that descriptive research only describes situations or events. This research does not seek or explain relationships, does not test hypotheses or make predictions.

The result is that qualitative research is carried out with a research design where the findings are not obtained through statistical procedures or in the form of calculations, but aims to reveal phenomena in a holistic-contextual manner by collecting data from natural settings/settings and utilizing the researcher as a key instrument. Qualitative research has a descriptive nature and tends to use an inductive analysis approach, so that processes and meanings based on the subject's perspective are highlighted in this qualitative research.[10]

The researchers used two techniques in collecting data, namely in the form of observation and in-depth interviews. Observation results in the form of activities, events, objects, certain conditions or atmosphere, and emotional feelings somebody. Observations are made to obtain a real picture of an event or event to answer research questions [11]. During in-depth interviews, researchers and participants have the freedom to explore additional points and change the direction of the process when necessary. It is an independent research method that can adopt multiple strategies according to the needs of the research [12].The details of the research method are described as follows:

Observation

Observation is the process of obtaining first-hand data, by observing people and the location of the research [13]. Meanwhile, according to Suharsimi Arikunto [14] Observation is the process of direct observation of an object in the environment, either ongoing or still in stages, using sensing. Observations are made intentionally or consciously, according to a specified sequence. Researchers made observations in class for 8 meetings. Observations were made during the teaching and learning process when students carried out oral communication activities. The researcher observed the class

to see the students' performance in speaking and also as a sample to be interviewed. Of the 30 students in the class, there were nine students who had a high level of anxiety.

In-depth Interview

This interview is intended to verify, change and expand the thoughts that the researcher developed as data collection. The interviews that will be conducted in a structured manner aim to find data that is easy to qualify, classify, and classify, where the researcher prepares a list of questions. In the book *Research in Education* James H. McMillan and Sally Schumacher [15] explain in-depth interviews are open questions and answers to obtain data about the participants' intentions, how to describe their world, and how they explain or express their feelings about important events in his life [15]. Thus in-depth interviews are a process of obtaining information for research purposes by way of dialogue between researchers as interviewers and informants or those who provide information in the context of participatory observation.

After making observations, the next researcher conducted in-depth interviews. Interviews were held at different places. Based on the results of observations, researchers took 9 samples of students who experienced high anxiety when speaking English during the English learning process.

RESULTS AND DISCUSSION

Based on the observation results, it was found that nine students had a high level of anxiety when speaking in English class. Here the researchers explain below:

Observation

Based on the results of observations, researchers found several student/respondent responses:

Respondent 1:

- Do not want to participate in class
- Never try to answer questions about the material being discussed
- More down and silent

Respondent 2:

- Try to respond to the material
- Looks nervous and silent when evaluated by friends and lecturers
- Doubt and don't even want to answer the next question

Respondent 3:

- Have the right answer
- The sound is very low
- Sometimes ask another friend to convey the answer

Respondent 4:

- Ask the lecturer for permission to use Bahasa Indonesia
- Nervous

Respondent 5:

- Never try to answer questions about the material being discussed
- The sound is very low

Respondent 6:

- Do not want to participate in class
- Nervous
- Turn right and left when speaking

Respondents 7

- Try to respond to the material
- His voice is very low and looks down when he speaks

Respondents 8 and 9

- Often responds incorrectly to questions in English from friends
- Do not want to continue the answer
- Ask another friend to share the answer

Deep-Interviews

The results of interviews conducted by researchers with respondents explain the answers that are a factor of anxiety:

✓ **Shyness and do not believe in their own abilities**

Based on the findings from interviews conducted with several students, lack of confidence, and shyness are the main problems in this study because they are afraid of being laughed at by their friends. When researchers asked students about their feelings when speaking English in class, respondents 5 and 9 said that insecurity was the reason for their anxiety, they said: “*Aku merasa gugup pak, tapi aku tidak tahu kenapa. Aku merasa seperti aku tidak percaya diri untuk berbicara dalam bahasa Inggris ... apalagi dilihat teman-teman sekelas*”. Whereas the respondent 6 said: “*Saya merasa malu dan kuatir salah kemudian ditertwakan oleh teman-teman. Tetapi jika saat jawabannya saya benar sedikit timbul rasa percaya diri*”

✓ **Fear of Making Mistakes**

In this factor section, there were two respondents who said that they felt afraid of making mistakes when speaking English. When researchers ask regarding the barriers most often experienced by students in English class, participants 4 and 7 had almost the same answers “*Saya merasakan pengucapan Bahasa Inggris sulit pak. Saya khawatir salah, jadi tidak berani berbicara atau merespon*”. Based on the interview, respondents 7 and 4 think that it is their perception of poor pronunciation that bothers them the most when speaking English.

✓ **Lack of English Vocabularies**

When the researcher asked why it was difficult to speak English, respondents 3 and 5 noted that “*Saya pernah mencoba menghafalkan kosa kata bahasa Inggris tapi saya sering lupa, saya juga tidak benar-benar memahami kosa kata Bahasa Inggris*”. Respondent 3 added “*ketika saya ingin berbicara Bahasa Inggris saya lupa kata yang mau saya ucapkan, saya merasakan kurang kosa kata*”.

CONCLUSION

Based on the results and discussion above, it was concluded that students speaking English Class at The Sixth Semester of The Informatics Engineering Study Program Unirow Tuban had different reasons or factors when experiencing anxiety in learning English. Students feel worried when they make mistakes in pronunciation, they feel afraid when they speak English in front of the class, and they also often avert their classmates' eyes so they can present their material well. The causes of speaking anxiety faced by students are fear of being in the spotlight of friends, fear

of making mistakes, embarrassment, lack of confidence, fear of incorrect English pronunciation, and lack of vocabularies.

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