

AN ANALYSIS OF STUDENTS' SPEAKING ANXIETY AT THE FOURTH SEMESTER ENGLISH STUDENTS OF UNIROW TUBAN

Mansur

Septia Sri Wahyuni

English Language Education Faculty of Teacher Training and Education

University of PGRI Ronggolawe Tuban

septiasri96@gmail.com

ABSTRACT

Speaking is the main skill that has important role in learning language. The researcher feels interested and curious to know speaking anxiety at the fourth semester English students of Unirow Tuban because speaking anxiety is very common problem that influences students' speaking performance.

The purpose of the study are : (1) To describe the kinds of speaking anxiety faced by fourth semester English students of Unirow Tuban.(2) To find out the students' strategies to overcome the speaking anxiety in the speaking activity. In this study, the researcher used descriptive qualitative research design to get the valid data. The technique of collecting data are: interview and questionnaire as called Foreign Language Classroom Anxiety Scale (FLCAS). The subject of this study are 27 students from Fourth semester English students of UNIROW Tuban

The result of this study showed that students faced some speaking anxiety. It is concluded that students were anxious to speak English in class which were caused by many factors that come from psychological factor. Then, to overcome this problem, the researcher found solutions to overcome and reduce speaking anxiety. The students' strategies to overcome speaking anxiety were learning more about grammar, practicing speaking at home regularly, trying to relax, etc. Based on data above, there are so many strategies that used by the students to overcome speaking anxiety. But, the researcher concluded that learning more about grammar, learning new vocabulary, practicing regularly and trying to feel confident were mostly used by the students to overcome speaking anxiety in classroom.

Keywords : *Analysis, Students, Speaking Anxiety.*

INTRODUCTION

Speaking is an important skill that should be mastered by students. By speaking, students can express their ideas , opinion, and information orally. In speaking, students do not practice alone but also build interaction with other. Richards (2008:19) stated that —the mastery of speaking skill in English is a priority for many second-language or foreignlanguage learners. It is the ability of someone to communicate orally with others.

Through speaking activity, listeners get much information from speakers, such as information happening around them. Interaction between speakers and listeners in speaking activity can run well if they understand each other.

According to Jannah (2011:1) Speaking is the main skill that has important role in learning language, because the main purpose of learning foreign language is the ability to communicate using the target language. However it is not easy to be master speaking skill, there are many anxiety factors in learning speaking skill. The feeling of anxiety has been described with many different words, such as stress, worry, fear, panic, nervousness, and apprehension. This research is aimed to describe the components of speaking anxiety, describe the causes why the students feel anxious, and describe the solution to overcome and reduce the speaking anxiety in class. In this study, the researcher found some previous studies which showed the speaking anxiety that happens on the students. Based on the previous study done by Cucu Sutarsyah research entitle —*An Analysis of Student's Speaking Anxiety and its Effect on Speaking Performance* †, he has analyzed about speaking anxiety that happened in the first year students of SMPN 2 Bandar Lampung. The result showed that high level of anxiety has difficulty in public speaking, minimal participating in conversation, failure to initiate conversation, and finally become self-unconsciousness. In addition, a study by Uli Modesta Siagian's research entitle —*An Analysis of Students' Anxiety in Speaking tenth grade students at SMK Indomalay School Batam*”. he has analyzed about speaking anxiety that happened in tenth grade students at SMK Indomalay School Batam. The result showed that students were anxious to speak English in class which caused by lack of familiarity of task, fear of making mistakes, low motivation, incomprehensible inputs, lack of confidence and then low English proficiency. Thus, this study is different from the previous studies since the focuses of this study are to find out the types, causes, and the solutions to overcome the students' speaking anxiety when they have speaking class. The writer feels interested and curious to know their speaking anxiety because speaking anxiety is very common problem that influences students' speaking performance.

Based on the background of the study above, the main problem of this study can be formulated as follow : 1. What kinds of speaking anxiety faced by fourth semester English students of Unirow Tuban ? 2. How are the students' strategies to overcome the speaking anxiety in the speaking activity ? The purposes of the study are formulated to answer the research question. The purposes are as follows : 1.) To describe the kinds of speaking anxiety faced by fourth semester English students of Unirow Tuban. 2) To find out the

students' strategies to overcome the speaking anxiety in the speaking activity. The results of this study are expected to give both theoretical and practical benefits as follows: 1. Theoretically : The result of the study is expected to overcome English speaking anxiety in speaking skill. 2. Practically : The result of this research is expected to be useful for : The Lecturer, The Students, and for other researcher. The subject of this study are 27 students from Fourth semester English students of UNIROW Tuban. There are 21 female students and 6 male students. The study is only focused on the students' speaking anxiety to speak English at the Fourth semester English students of UNIROW Tuban.

REVIEW OF RELATED LITERATURE

Speaking refers to the communication activity that requires interaction between at least two people. Fulcher (2014:23) stated that —Speaking is the verbal use of language to communicate with others. In this situation, someone who involve in speaking activity can give simultaneous contribution to the communication discourse that occurs in particular situation and they also can change and develop the topic of discussion being discussed as the communication takes place. The speakers say words to the listeners not only to express what in their mind but also express what they needs whether information service . most people might spend of their everyday life in communicating with other. Therefore, communication involves at least two people where both sender and receiver need to communicate to exchange information, ideas, opinions, views, or feelings. So, it is important that everything we wants to say is conveyed in an effective way, because speaking is not only producing sounds but also a process of achieving goals that involve transeferring messages across.

Speaking is one of the basic skills that must be mastered by students since it is very important for them to communicate in the class or outside the class. They must practice it especially in learning teaching in order to be fluent, without an ability to speak, it would be impossible to have a natural communication among people. According to Poerwadarminta (1985:109) —Speaking ability consists of two words speaking and ability. To avoid misunderstanding about the meaning of speaking ability, it will clarify one by one. Those description may concluded that ability is capability of human which identical with ability. According to Djiwandono (in Munir, 2005:16) speaking is the activity to express thought and feeling orally. Speaking is an articulation of sound to express thought. Tarigan (1990:15), reported that —speaking is the capability in pronouncing sound or word to express or convey though, idea or feeling. If both speaking and ability are combined, so it means a capability to utter the

articulation of sound to express or to deliver thought, opinion and wish to the other person. Speakers should understand the meaning of everything and trying to communicate, and be able to evaluate the effect of communication on listeners, so they can effectively convey their thoughts. It means that speaking can change and transfer ideas and opinion from one person to another. According to Richards (2008:21), —Brown and Yule (1983) made a useful distinction between the interactional functions of speaking, in which it serves to establish and maintain social relations, and the transactional functions, which focus on the exchange of information.

According to Harris (1969:81), —like a writing, speaking is a complex skill requiring the simultaneous use of a number of different abilities which often develop at different rates. He also add either four or five components are generally recognized in analyses of speech process concerned with pronunciation, grammar, vocabulary, fluency, and comprehension.

a. Pronunciation

Harris (1969: 81) stated that —pronunciation is including the segmental features vowels and consonants, and the stress and intonation patterns.

a. Grammar

It is needed for students to arrange a correct sentence in conversation. Harmer (2002:12) stated that —the grammar of language is the description of the ways in which words can change their forms and can be combined into sentences in that language.

b. Vocabulary

According to Richard and Renandya (2002:225) stated that —vocabulary is a core components of language proficiency and provides much of the basis for how well learners speak, listen, read, and write.

c. Fluency

Harris (1969:81) stated that —fluency is the ease and speed of the flow of speech.

d. Comprehension

Gregersen (2002:32) stated that —For oral communication certainly requires a subject to respond to speech as well as to initiate it.

Tobias (1986:35) stated that —anxiety is a feeling which happens to the body control when there is something unusual comes immediately. When we are anxious, we feel nervous, worried, and fearful. We struggle, tremble, perspire, and our hearts beat quickly. Horwitz (2002:34) found that —the feeling of anxiety has been described with many different words, such as stress, worry, fear, panic, nervousness, and apprehension. Those are closely related to each other. Somehow, it cannot be separated and differentiated among

them. Anxiety in learning English is common problem to the students especially when the students have not readiness to face teaching and learning process in the class. Different level of English learning may bear different activities in the class so that it will change the attitude of the teacher itself to teach the learners. Then, learners' aspects include gender, personality, attitude, motivation, self-belief, culture, ability and age among others. Those are depending on the learners' feeling within how they face the English learning process in the class.

Fear of speaking is the most common of all phobias. It's a form of performance anxiety in which a person becomes very concerned that he or she will look visibly anxious, maybe even have a panic attack while speaking. There are many causes or factors that lead to second language learning anxiety. The first is fear of negative evaluation. Students' fears are brought on by the environment of the foreign language classroom, where they are constantly being evaluated. The evaluation from the only fluent speaker in the room, the teacher, is crucial to a second language student (Horwitz, 1986). However, the evaluation or criticisms from peers is also a major cause of anxiety. Young (1991:426) stated that —anxious learners thought their skills in language were weaker than their peers' and they were looking down at them. They are afraid to speak out loud in front of the class, during speaking practice. Kitano (2001:549) found that —survey study in which students learning Spanish said that they would speak out loud and answer more questions if they were not afraid to give the wrong answer.

Another cause of foreign or second language learning anxiety is learners' self perception of speaking ability in the target language. Horwitz (1986:33) stated that —most of the learners' anxiety comes from their self-concept of ability. They are also comparing their skills with native speakers of the target language, which lead to embarrassment and sham that they are not pronouncing exactly like the native speakers. Of all the skills taught in the foreign language class, students perceive speaking ability the most important.

To know more complete about speaking anxiety at the fourth semester English students of Unirow Tuban , the researcher used FLCAS as developed by Horwitz et. al.

(1986) as the supporting data instrument to get more clear data. —Foreign Language Classroom Anxiety Scale (FLCAS) comprising thirty-three items. The researcher gave this questionnaire to the students in original form. FLCAS consists of 33-question items that should be answered by the students to measure anxiety. This scale was later used widely by researcher to measure foreign language learners' anxiety and examine the effect of anxiety on learning in different contexts. Horwitz and her colleagues came up with an instrument

called the FLCAS. It was constructed based on self-reports from students, their own clinical experiences as well as evidence culled from reviews of similar instruments. The finalized version of the FLCAS contained 33 items which employs 5-point Likert-type scales with selections ranging from —strongly agree to —strongly disagree. This instrument was intended to measure foreign language learners' level of anxiety while learning a language in the classroom.

RESEARCH METHOD

Research design is the attempt to plan and determine all of the possibilities and the material that be needed in a qualitative research. It is supported by Ary (2010:8) who stated that —qualitative focuses on understanding social phenomena from perspective of the human participants in natural settings. Furthermore, qualitative data rest very centrally on the competence with which their analysis is carried out (Miles & Huberman, 1994). Based on descriptions about descriptive qualitative research design, in this study, the researcher will gain the data by having analysis on the components of speaking anxiety classified in Speaking Class of Unirow Tuban, and also describing the solutions to overcome students' speaking anxiety in Speaking Class itself.

In this research, the researcher will conduct this study using descriptive qualitative approach. The action in descriptive qualitative research always occurs in specific situation within a social and historical context which deeply influences how to interpret by both insider and the researcher as outsider. Those two aspects deal with a good deal of complexity on the care and self-awareness of the researcher with the social context. Based on some descriptions about descriptive qualitative research design, in this study, the researcher gained the data by having analysis on the components of speaking anxiety classified in Speaking for Presentation class of Universitas PGRI Ronggolawe Tuban, causes of speaking anxiety classified in Speaking for Presentation class of Universitas PGRI Ronggolawe Tuban, and also describing the solutions to overcome students' speaking anxiety in Speaking for Presentation class itself.

The researcher will conduct research for three time. The procedure of collecting data of this study involves some steps. They are:

1. Giving the questionnaire to the Students' to know their speaking anxiety.
2. Interviewing some students to support the finding to be more trustworthy.
3. Calculating the percentage from the data of questionnaire.
4. Making the transcript of interview.

5. Collecting all the data has been compiled to be analyzed.
6. Making conclusion.

After the data are collected then the data are classified again to identification. The result of identification of the data is to classified based on students anxiety in speaking. To analysis the data through the interview method and questionnaire is that using descriptive methods, In this case, the writer used the interview and questionnaire as the technique to analysis the data.

After the data have been collected from questionnaire, they will be calculated by using the formula : $P = F/N \times 100\%$

P = Percentage

F = Frequency of the answer / score

N = The number of students

This technique is called descriptive technique with percentage. (Arikunto, 1996:244) After collecting all the data from questionnaire and interview, the researcher will analyze the data as the following steps :

1. Reduction :

After getting the data from the observation and interview. Writer tries to summary, choose of topic because the data is abundant. In this case, writer focusses on the assessing the speaking anxiety in the class.

2. Data display

The proses analyzing the data display; this activity is done after reducing the data by displaying the entire phenomenon happen during the class.

3. Conclusion

The final of the data analyzing is conclude to the data collected by giving interpretation to the phenomenon that appeared during the observation.

FINDING AND DISCUSSION

This chapter was results of the research. After finishing the research, the writer wrote this chapter. The result covered the supporting data which were collected by questionnaire. The questionnaire was developed based on —Foreign Language Classroom Anxiety Scale (FLCAS) developed by Horwitz et. al. (1986). The questionnaire were given On 6 June 2018 at 10.00-11.00 PM. There are 27 students in 2016 Class. The subject in this study is 2016 class or the fourth semester English student of Unirow Tuban. Before the subjects answered the questionnaire they were asked by the researcher to read the instruction on the questionnaire

and they were not asked by the researcher to write down their name on the questionnaires. The format of questionnaire is presented on appendix one.

This result section described and explained about the kinds of students' speaking anxiety which happened during the teaching and learning process and also the students' strategies to overcome and reduce speaking anxiety in the speaking activity. Speaking anxiety is common problem to the people who give a speech in front of audiences or communicate with others using foreign language. Every person ever feels anxious when he or she is asked to deliver a speech in public.

The data is analyzed using —Foreign Language Classroom Anxiety Scale (FLCAS) comprising thirty-three items that should be answered by the students in order to make it suitable for the current study. The researcher gave this questionnaire to the students in original form. And the data is represented by using tables and interpretation.

Analysis for kinds of speaking anxiety to speak English :

1. I never feel quite sure of myself when I am speaking in my foreign language class.

Answer	Subject	Percentage
Strongly agree	1	3,70%
Agree	18	66,67%
Strongly disagree	0	0%
Disagree	8	29,63%
Total	27	100%

Interpretation :

There are 3,7% student who answer —strongly agree and there are 66,67% student who answer —agree. It means that they never felt quite sure of themselves when speaking in their foreign language class. While 29,63% answer —disagree because they felt sure and confident when speaking in their foreign language class. *(There are 33 questions, 33 tables, and 33 interpretations)*

The students' strategies to overcome the speaking anxiety in the speaking activity.

As stated in previous chapter , the writer gave an interview guide to the students. There were 2 questions that had to be answered by the students. (1) What do you like most about

learning English ? (2) Do you have anxiety when speaking English ? What is your strategy to overcome the speaking anxiety in the speaking activity ?

The purpose of this research was to describe the kinds of speaking anxiety faced by fourth semester English students of Unirow Tuban. And to find out how the students' strategies to overcome the speaking anxiety in the speaking activity. The questionnaire test was done to classify the sample into groups based on their level of speaking anxiety. The questionnaire consisted of 33 items and was administered in 30 minutes.

According to Horwitz et al. (1986) stated that —most of the learners' anxiety comes from their self-concept of ability. There are some causes of reticence anxiety to speak English, they are: Low English proficiency, Lack of familiarity of task, Lack of confidence, Fear of making mistakes, and incomprehensible inputs (Liu 2006:23). This description general for the causes of students' anxiety in speaking English. This theories purpose that there are five causes of students' anxiety in speaking English. So English teacher should acknowledge the existence of feeling anxiety in learning and particularly speaking English language.

Based on the result of the questionnaire test, the researcher analyzed the score. The researcher found that 70,37% of students never felt quite sure of themselves when speaking in their foreign language class. The result showed that never felt quite sure is one of speaking anxiety at the class. And then, the researcher found that 48,15% of students worry about making mistakes in language class. The result showed that worry about making mistakes is one of speaking anxiety at the class.

The researcher found that 70,37% of students felt tremble and fear when they called in language class. Then, 74,08% of students felt fright when they don't understand what the teacher said in the foreign language. And then, the researcher found that 70,37% of students thought that the other students are better at languages than themselves, they fell lack of confidence.

There are 70,37% of students start to panic when they have to speak without preparation in language class. Then, 66,67% of students worry about the consequences of failing their foreign language class. And then, the researcher found that 66,67% of students get so nervous which make them forget things that they know in language class.

The researcher found that 44,44% of students felt nervous when speaking the foreign language with native speakers. And then, 40,74% of students felt anxious although they're well prepared for language class. Then, 81,48% of students felt lack of confidence.

There are 51,85% of students afraid that their language teacher was ready to correct every mistake they made. The highest score, there are 77,78% of students feel their heart pounding when they're going to be called on in language class. And then, the researcher found that 48,15% of students felt pressure to prepare very well for language class. Afterward, 74,08% of students felt that the other students speak the foreign language better than them.

The researcher found that 40,74% of students get nervous and confused when speaking in language class. And then, 62,96% of students get nervous when they don't understand every word the language teacher says. Afterward, 48,15% of students afraid that the other students will laugh at them when speaking the foreign language. And the last, 66,67% of students get nervous when the language teacher asks questions which they haven't prepared in advance.

From the data above, the researcher concluded that there were many kinds of speaking anxiety to speak English in the classroom faced by fourth semester English students of Unirow Tuban. Students' anxieties to speak English in class were caused by: The students never felt sure, worry about making mistakes, felt tremble and fear, felt frighten when they don't understand, thought that the other students are better than them, start to panic, worry about the consequences of failing, nervous, anxious, felt lack of confidence, afraid when teacher was ready to correct mistake, heart pounding, felt pressure, felt that the other students speak the foreign language better than them, get nervous and confused, afraid that the other students will laugh at them, and the last get nervous when the language teacher asks questions.

The researcher did the interview on 6 June 2018 at fourth semester English student of Unirow Tuban to know the students' strategies to overcome speaking anxiety. From the result of interview, the researcher found many strategies that used by the students. The students' strategies to overcome speaking anxiety were learning more about grammar, writing down many new vocabularies, practicing speaking at home regularly, trying to relax, practicing in front of the mirror, memorizing new vocabulary, learning suitable grammar for daily activities, trying to think in English spontaneously, having a good preparation, watching Korea movie and trying to understand English subtitle, ignoring mistakes, listening western song, reading English fun fiction, trying to feel confident, practicing speaking regularly, trying to relax, practicing in front of mirror, taking a deep breath, smiling, looking at the audience, understanding the topic, using humor, using effective language, relaxing the voice, practicing

to say A-I-U-E-O loudly, trying to never give up, speaking loudly by recording using video camera, practicing in front of family, and focusing the topic.

Based on data above, there are so many strategies that used by the students to overcome speaking anxiety. But, the researcher concluded that learning more about grammar, learning new vocabulary, practicing regularly and trying to feel confident were mostly used by the students to overcome speaking anxiety in classroom.

CONCLUSION

Based on all the discussion from chapter IV, it is concluded that students' anxieties to speak English in class were caused by many factors that come from psychological factor such as : worry, tremble, fear, panic, worry, nervous, anxious, lack of confidence, afraid, heart pounding, felt pressure, confused, afraid, etc. the psychological factors which are influenced in the language anxiety at the fourth semester English students of Unirow Tuban. Based on data above, there are so many strategies that used by the students to overcome speaking anxiety. But, the researcher concluded that learning more about grammar, learning new vocabulary, practicing regularly and trying to feel confident were mostly used by the students to overcome speaking anxiety in classroom.

REFERENCES

- Arikunto.1996. *Prosedur Penelitian Suatu Pendekatan Praktek*. Jakarta: Rineka Cipta
- Ary, Donald. et al. (2010). *Introduction to Research in Education*. Belmont: Wadsworth
- Davidoff, L.L. 1981. *Introduction To Psychology*. Me Graw-Hill International book company.
- Friedberg, Robert D., Jessica M. McClure, and Jolene Hillwig Garcia. 2009. *Cognitive Therapy Techniques for children and Adolescents* (Tools for Enhancing practice). New york and London: The Guilford Press.
- Fulcher , Glenn. 2014. *Testing Second Language Speaking*. New york : Routledge.
- Gregersen, T., & Horwitz, E.K. (2002). *Languange Learning and Perfectionism: Anxious and Non-Anxious Language Learners' Reactions to Their Own Oral Performance*. The Modern Language Journal, Vol. 86, No. 4, pp. 562-570.
- Harmer , Jeremy.2002. *The Practice of English Language Teaching 3rd Ed*. Great Britain: Pearson Education limited England.
- Harris , David P. 1969. *Testing English as a Second Language* .Georgetown University.
- Horwitz, E.K., Horwitz, M.B., & Cope, J. (1986). Foreign language Classroom Anxiety.[Electronic version]. *The Modern Language Journal*, 70 (2), 125-132.
- Johnston, Joni. (2006). *Controlling anxiety*. United Stated America: Penguin group.
- Kitano, K. (2001). Anxiety in the College Japanese Classroom. [Electronic version].*The Modern Language Journal*, 85 (4), 549-566.
- Klippel, Friederike.1991. *Keep Talking*. New York : Cambridge University Press.

- Larson, H.A.2007. *Reducing Test Anxiety Among Third Grade Students Through the Implementation of Relaxation Techniques*. Eastern Illinois University.
- Liu, Meihua. (2006). *Anxiety in EFL classrooms: Causes and consequences*. China: Tsinghua University.
- Mazro'atul , Jannah.2011. *Improving Students" Speaking Performance of the Second Grade at SMK Islam Batu Using Information Gap*. Teaching Training and English Education Faculty : Islamic University of Malang.
- Miles, M.B., & Huberman.A.M. (1994). *Qualitative Data Analysis*. California: SAGE Publication, Inc.
- Munir, Ahmad. 2005. *Communication Strategies Toward Students" Speaking Ability: A Classroom Study of Speaking*. Selong STKIP Hamzanwadi. S-1 Thesis. Unpublished.
- Nunan, D. And Bailey , K.M. 2009. *Exploring second language classroom research*. Sherrise Roehr.
- Poerwadarminta, WJS. 1985. *Kamus Umum Bahasa Indonesia*. Jakarta: Balai Pustaka.
- Pramuktiyono, A & Wardhono, A. 2016. *Foreign Language Anxiety and Beliefs of EFL Learners at Indonesia*.
<http://ejournal.kopertais4.or.id/mataraman/index.php/efi/article/view/1924>
- Richards , Jack C. 2008. *Teaching Listening and Speaking (From Theory to Practice)*. New York:Cambridge University Press.
- Richards, Jack C and Renandya , Willy A.2002. *Methodology in Language Teaching: Anthology of current Practice*. New York: Cambridge University Press.
- Rita , Ayu. 2015. Anxiety and speaking English as a second language among male and female bussiness students in Universiti industri Selangor. *National Journal of Industrial Universiti of Selangor*, 33,6-7
- Siswantoro. 2010. *Metode Penelitian Sastra*. Yogyakarta : Pustaka Pelajar
- Suharsimi Arikunto. (2002). *Manajemen Penelitian*. Yogyakarta: PT. Rineka Cipta.
- Tanveer, muhammad.2007. *Investigation the factors that cause language anxiety for ESL/EFL learners in learning speaking skills and the influence it cast on communication in the target language*. University of Glasglow.
- Tarigan, Henry Guntur, 1990. *Prinsip-Prinsip Dasar Sastra*. Bandung: PT Aksara.
- Tobias, S. (1986). *Anxiety and cognitive processing of instruction*. In R. Schwarzer (Ed.), *Self related cognition in anxiety and motivation* (pp. 35-54) Hillsdale, NJ: Erlbaum.
- Turner , D.W. 2010. *Qualitative Interview Design: A Practical Guide for Novice Investigators*. Nova Southeastern University , Fort Lauderdale, Florida USA.
- Ur , Penny. 1996. *Course In Language Teaching*. Cambridge: Cambridge University Press.
- Vitasari, Prima. 2010. *The use of Study Anxiety Intervention inReducing Anxiety to Improve Academic Performance among University students*. Universiti malaysia Pahang, Malaysia.
- Wright, Andrew , David Betteridge, and Michael Buckby, 2006. *Games for Language Learning 3rd Edition*. New York: Cambridge University Press.
- Young, D.J. (1991). Creating a Low-Anxiety Classroom Environment: What Does Language Anxiety Research Suggest?. [Electronic vesion]. *The Modern Language Journal*, 75 (4), 426-439.