AN ANALYSIS OF STUDENTS' SPEAKING ANXIETY IN ENGLISH FOREIGN LANGUAGE CLASSROOM AT JUNIOR HIGH SCHOOL SMP Kr. CREDO KOLONGAN

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Abstract: The purpose of this research was to find speaking anxiety existence and determined the factor caused speaking anxiety on 2nd grade junior high school. The research was conducted at SMP Kr. Credo kolongan Kec. Kombi with all the 2nd grade students' as the respondent. In order to accomplish this research, the writer collected all the data from all the students when this research was held. The writer used *Foreign Language Classroom Anxiety Scale (FLCAS)* and translated to Indonesian as the instrument on this research. The findings based on the research was there are speaking anxiety at 2nd grade students' caused by communication apprehension with 46.1% as the factor which is influent students' speaking ability in English Foreign Language Classroom.

Keywords: *Speaking, Anxiety, Foreign Language Speaking Anxiety.*

INTRODUCTION

Language is essential to human life it helps to communicate each other. According to Liando and Lumettu (2017) "*Without language, individuals would struggle to interact with one another, engage with one another, express empathy, and clarify crucial circumstances".* English as a foreign language is one of the most important language in the world, many country use English as their second language to communicate each other also with travelers. According to Paranduk, Rombepajung & Karisi (2021). *"Students whom are learning English claim to have trouble speaking or talking".* Some of the students' have problem in speaking and make them not be able to speak fluently.

In studying English there is 4 basic skills that should be learned by the

students there are listening, speaking, reading, and writing. Speaking is one of the most important skills to communicated and help students' learn English, especially on EFL class. Chaney and Burkey (1998) *"Speaking is the process of creating and transferring meaning in various contexts by using verbal and non-verbal symbols".* Moreover speaking is a way to communicated with other people to give and sharing information.

Speaking is also important for teacher and student to inform learning material on EFL class. According to Tanveer (2007) *"In the English teaching and learning process, the students frequently indicate a dearth of speaking skill and it arises by certain aspects".* Therefore some of the students have no interest to speak English in front the classroom.

One of the most crucial problems that is found in speaking English is anxiety. Freud (1978) *""States that anxiety is an unpleasant feeling that adheres to by particularly behavioral responses that alter breathing and heart rate".* This phenomenon affects students' ability in speaking English as a foreign language such as feeling nervous and unable to talk. Liu (2006) add "*The sense of insecurity can have a severe impact on students' achievement, especially when it has to do with speaking a foreign language".* When the students are unable to speak English because of anxiety it will automatically decrease the achievement in that subject.

Learners that have speaking anxiety will be more anxious when they were given some questions and tasks by the teacher to perform or present. Horwitz & Cope (1986) found that *"They became concerned about making mistakes, pupils were reluctant to speak in foreign language classes".* Anxiety also occurs when the students only know few vocabulary and it has the impact to say some words in English. Young (1990) claims that, *"Students frequently list speaking in a foreign language as their most nerve-wracking experience.* In other words, speaking and anxiety have a strong relationship for the students.

This study based on previous observation that the researcher conducted and found speaking anxieties among students at SMP Kr. Credo Kolongan. Therefore, the writer wants to determine the factors who caused learners anxiety in speaking English at 2nd grade in junior high school.

The researcher hoping that this study can help the teachers to know more

about students' speaking anxiety in English Foreign Language Classroom, and be able to help the students' to overcome their speaking anxiety.

RESEARCH METHOD

The researcher used descriptive quantitative research method to accomplish this research. Quantitative method focused on numeric and unchanging data. According to Creswell (2002) "*The process of gathering, evaluating, interpreting, and documenting the study's findings is known as quantitative research.* The researcher used descriptive quantitative to know the student's difficulty on speaking foreign language.

This research was conducted at SMP Kr. Credo Kolongan Kec. Kombi. For the respondents is all of the students from 2nd grade of junior high school. The researcher used slightly modify *Foreign Language Classroom Anxiety Scale (FLCAS)* questionnaire design by Horwitz and Cope (1986). The questionnaire used close-ended question. In order to measure the questionnaire, this research uses Likert scale.

Table 1. Likert Scale

Strongly disagree	Disagree	Agree	Strongly agree
(1)	(2)	(3)	(4)

Table 2. Data collecting instrument: Questionnaire

No.	Statement	1	2	3	4
1.	*I never felt quite confidence of myself when I am speaking in my English foreign class*				
2.	*I do not afraid to making mistakes in language class*				
3.	*I felt anxious when I know that I'm going to be called in language class.*				
4.	*It makes me afraid when I don't understand what*				

the teachers said in the foreign language.

5. *It would not bother me to take more English foreign language test.*

6. *I keep thinking that the other students are better at language than me.*

7. *I am usually more relax during test in my language class.*

8. *I'm feel anxious when I have to speak without any preparation in front of the class.*

9. *I wouldn't be so anxious speaking in foreign language with native speakers.*

10. *I frequently considered skipping my foreign language session.*

11. *When I was speaking in the foreign language course, I felt more at ease.*

12. *I'm worried that my teacher will point out my mistakes to me.*

13. *When I'm going to be called upon in language class, I can feel my heart beating*

14. *There was no pressure on me to do well on the test for the language class.*

15. *I feel uneasy and confused during spoken language sessions.*

16. *When I continue my language study, I am extremely comfortable and at peace.*

17. *When the language teacher speaks, and I am unable to understand every word, I become anxious.*

18. *When I speak a language that is unfamiliar, I'm worried that the other classmates will make fun of me.*

19. *When the language teacher asks me a question that I haven't thought about in advance, I get*

anxious.

20. *The implications of failing my foreign language course frighten me.*

Table 3. FLCAS Foreign Language Classroom Anxiety Scale for factors

Communication Apprehension	1, 8, 11, 14, 16, 4
Anxiety Test	2, 7, 20, 12, 5, 9, 13, 15
Fear of Negativity	3, 6, 17, 19, 10, 18

- Communication apprehension is how the students get anxious to speak in front of the class.
- Anxiety test is about how the students face some speaking test.
- Fear of negativity are how the students worry about other people judgment.

The researcher only use 5 statements in each factors, in that way the researcher have accurate data and equal to assess students' speaking anxiety.

Table 4. Statement items to assess

Speaking Anxiety Factors	Statement items
Communication Apprehension.	1, 8, 11, 14, 16.
Anxiety Test.	2, 7, 20, 12, 5.
Fear of negativity.	3, 6, 17, 19, 10.

The researcher gave students printed questionnaire directly in school. Students are allowed to answer according to their personal opinion. The researcher gave every students' 1 hour to answer the questionnaire. After the students finished filling the questionnaire the results was collected by the researcher. Every answer from the questionnaire was calculated in form of percent. Every factors from the questionnaire was describe to obtain conclusion. The formula to calculate and analyze the data is:

$$P = \frac{F}{N} \times 100$$

P   : Percentage
F   : Total number of respondents' answers
N   : Total number of respondents

FINDINGS AND DISCUSSION

In order to obtain the research data, researcher used *Foreign Language Classroom Anxiety Scale (FLCAS)* designed by Horwitz and Cope (1986). In this scale include measurement to identify speaking anxiety in the classroom and also determined speaking anxiety factors that caused students' anxiety. The respondent for this research is 2nd grade students.

Table 5. Statement Responses

No	Statement Items																			
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
1.	A	A	D	D	A	D	SA	A	A	SD	A	A	D	A	D	A	A	S	A	A
2.	D	D	A	D	A	A	A	A	D	D	A	D	D	A	D	A	D	A	D	D
3.	D	SD	D	A	SD	D	A	SA	D	SA	SD	A	D	SA	SA	A	SD	SA	A	D
4.	D	D	A	SA	A	A	SA	A	A	D	SA	SD	SD	SA	D	SD	D	D	SA	SD
5.	D	D	SA	A	A	SD	SD	A	D	D	A	A	A	A	D	A	SA	A	D	A
6.	A	D	SA	A	A	A	D	A	A	D	D	A	SA	A	A	A	A	SA	SA	A
7.	A	D	A	A	D	D	A	A	D	D	D	A	A	A	D	A	A	D	A	A
8.	D	D	A	A	D	A	D	A	D	D	D	A	A	D	A	D	A	A	A	A
9.	D	SD	D	A	A	A	D	A	A	D	A	A	D	A	A	A	D	A	A	A
10.	D	D	A	A	A	SA	A	SD	SD	SA	D	A	SA	D	D	D	D	A	D	SA
11.	D	D	A	A	D	D	D	A	D	SD	A	D	A	A	A	A	A	SA	A	A
12.	D	D	D	A	A	A	D	A	SD	SD	D	SA	A	A	A	A	SA	SA	A	SA
13.	SD	A	D	D	A	D	A	SD	SA	D	A	SD	D	A	D	SA	A	D	D	A

Table 6. Statement Responses Summary

Statement	Responses			
	Strongly agree (1)	Agree (2)	Disagree (3)	Strongly Disagree (4)
1	-	3	10	-
2	-	2	8	3

3	2	6	5	-
4	1	9	3	-
5	-	9	3	1
6	1	6	5	1
7	2	5	5	1
8	2	9	-	2
9	1	4	6	2
10	2	-	8	3
11	2	5	5	1
12	1	8	2	2
13	2	5	5	1
14	2	9	2	-
15	1	4	8	-
16	1	9	3	-
17	2	7	3	1
18	4	4	5	-
19	1	8	4	-
20	2	8	2	1

Table 7. Speaking Anxiety Statement Scores and Classification

No.	Respondents	Communication Apprehension	Anxiety Test	Fear Of Negativity	Anxiety Types
1.	A	10	9	10	Anxiety Test.
2.	B	11	17	13	Communication Apprehension.
3.	C	11	15	13	Communication Apprehension.
4.	D	12	12	10	Fear Of Negativity.
5.	E	11	13	12	Communication Apprehension.
6.	F	11	12	9	Fear Of

No.					
					Negativity.
7.	G	11	12	12	Communication Apprehension.
8.	H	14	13	10	Fear Of Negativity.
9.	I	12	13	13	Communication Apprehension.
10.	J	16	10	9	Fear Of Negativity.
11.	K	10	14	13	Communication Apprehension.
12.	L	13	11	13	Anxiety Test.
13.	M	13	12	14	Anxiety Test.

The researcher chose the lowest score to determined anxiety factors, and used amount of data to calculate students' factors for speaking anxiety in English Foreign Language Classroom.

Table 8. Students' score frequency to calculate factors of speaking anxiety.

No.	Speaking Anxiety Factors	Frequency	Cumulative Frequency	Percentage	Cumulative Percentage
1.	Communication Apprehension.	6	6	46,1%	46,1%
2.	Anxiety Test.	3	9	23.1%	69,2%
3.	Fear Of Negativity.	4	13	30,7%	100%
	Total Students	13			

From the table above the result can be simplified as:

1. There is 6 students' from 13 students that have "Communication Apprehension" as factor that caused students' speaking anxiety in English Foreign Language Classroom, and for the percentage is P= $\frac{6}{13}$ X 100 = 46,1%.

2. There is 3 students' from 13 students, that have "Anxiety Test" as factor that caused students' speaking anxiety in English Foreign Language Classroom, and for the percentage is P= $\frac{3}{13}$ X 100 = 23.1%.

3. There is 4 Students' from 13 students' that have " Fear Of Negativity" as factor that caused students' speaking anxiety in English Foreign Language Classroom, and for the percentage is P= $\frac{4}{13}$ X 100 = 30,7%.

To acquire the data from the result above, the researcher used a slightly modified *Foreign Language Classroom Anxiety Scale (FLCAS)* questionnaire design by Horwitz and Cope (1986). That gave directly to all the 2nd grade students' at SMP Kr. Credo Kolongan kec. Kombi kab Minahasa.

The researcher found that in SMP Kr. Credo Kolongan especially at 2nd grade students' have speaking anxiety in English Foreign Language Classroom with 3 factors that influence their performance. First "Communication Apprehension" factor caused 6 students' anxiety in English Foreign Language classroom with the percentage 46.1% from 13 students'. Second "Anxiety Test" factor caused 3 students' anxiety in English Foreign Language Classroom with the percentage 23.1% from 13 students'. And the third is "Fear of Negativity" factor caused 4 students' anxiety in English Language Classroom with the percentage 30.7% from 13 students. And most of the students have communication apprehension that trigger students' speaking anxiety.

Based from the findings the researcher can conclude that at SMP Kr. Credo Kolongan 2nd grade students' has speaking anxiety who caused students' speaking ability and also made the students' unable to study English with calmness in English Foreign Language Classroom. And the most common factor that influent students' anxiety is communication apprehension.

CONCLUSION

According on this research speaking anxiety at SMP Kr. Credo Kolongan does exist and effect students' ability to learn English in the foreign language classroom. Anxiety that every students' had are the main reason that caused the students' cannot speak fluently in the classroom.

The researcher found that COMMUNICATION APPREHENSION with 46,1% is the most common factor who caused the students' unable to speak English with calmness and relaxed to speak in foreign language classroom. It caused the students' unable to achieved higher scores in English Foreign Language Classroom.

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