

## **AN ANALYSIS OF STUDENTS' ANXIETY IN SPAKING ENGLISH AT SMK KRISTEN 2 TOMOHON**

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**Abstract:** The purpose of this study was to describe the students' anxiety when speaking English in the eleventh grade at SMK Kristen 2 Tomohon. The goal of this study is to determine the extent of students' anxiety and the causes when speaking English. The qualitative method was employed in this study data gathered by observation and interview. According to the study's findings, 2 students (10%) are relaxed, 7 students (35%) reported mild anxiety, and 11 students (55%) are experiencing moderate anxiety. The factors cause anxiety are, they felt intimidated by the teacher, they did not understand or the material was difficult, they felt there was no preparation, or because the teacher did not explain clearly. It can be concluded that the majority of students have nervousness when speaking in English. It is crucial for English teachers to be paying attention. The teacher must provide encouragement to the students and speak confidently.

**Keywords:** *Speaking Anxiety, Anxiety Level, EFL, Analysis*

### **INTRODUCTION**

Language is a symbol system of speech sounds used to communicate by the user community (Liando et al., 2023); (Liando & Tatipang, 2022); (Liando et al., 2022). The definition of language can also be interpreted as a tool to interact and communicate, in the sense of a

tool to convey thoughts, ideas, concepts or feelings. Language functions as a means of communication as well as a means of integration and adaptation (Maru, 2021); (Maru et al., 2018); (Maru et al., 2021).

Students need to master speaking skill after realizing that the goal of learning English is to develop communication skills (Maru 2009); (Maru et al., 2020). Speaking was shown to be the most fundamental component of English communication speaking skills. Speaking in class is the only method to master the speaking threshold learning objective. Also, having the ability to speak is important to be a successful person professionally.

Speaking anxiety is one of the emotional aspects that frequently occurs when speaking. When students give their speech in front of a large crowd it might be a significant part of speaking. However, teachers consider speaking anxiety to be a common fear and ignore this problem they only pay attention to the correctness and fluency of students' speaking abilities without taking this problem. (Wolman, 2004:187)

Students that are anxious will find a difficult to pay attention in class. No matter how well-prepared they are to learn the language, students still experience anxiety. They worry about things like how poorly they are doing, how others will perceive them when they speak English, how familiar they are with the topic in English classes, etc. One thing is certain: anxiety will have an impact on students' academic performance. (Yoshiko, 2015:239)

While the researcher is observing the eleventh grade at SMK Kristen 2 Tomohon, many of the students show anxiety when given the assignment to speak in front of others while they are learning the language. When in front of the class, a sign of students' fear of speaking English may be detected . it may be seen; they describe an indication of students' anxiety in speaking English. Sweating more is a result of anxiety and nervousness.

Seeing this, the researcher is motivated to investigated student anxiety in speaking skills. Researcher need to know the trigger factors and

the level. From the above background, the researcher decided to conduct a study entitled "An Analysis of Students' Anxiety in Speaking English At SMK Kristen 2 Tomohon". Researcher hope that this research will be useful for other researchers, students, readers, teachers, and schools.

## **RESEARCH METHOD**

In this study, the researcher employed descriptive qualitative methods. The reason for this is because the researcher gathered the data for this study, made an interpretation, and then drawing the conclusion. This analysis is a qualitative descriptive study. This is due to the researcher's explanation of the students' nervousness while speaking English, the causes that contribute to their anxiety, the intensity of their anxiety, and how they manage it.

## **FINDINGS AND DISSCUSSION**

In order to respond to the research questions gathered through the observation and interview.

### ***1. Result of Observation***

The observation was made on Monday, 27 March 2023 at 10.00 - 10.45. The researcher found some symptoms of anxiety that were seen in students when the teacher called them to the front of the class. Among 20 students in the class, 11 students felt anxious, 7 students felt mildly anxious and 2 others felt relaxed.

***Table 1. Categorizing students' anxiety level***

<b>Sign</b>	<b>Level</b>
Students look nervous and restless, they start to sweat, breathe quickly, stammer, lose focus, their eyes look worried and	Anxious.

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afraid.

The students looked a little Mildly anxious. nervous. They stepped forward in front of the class a little awkwardly. They spoke quite clearly, but in some parts they started to lower their voices and laugh to cover up their anxiety.

Students come to the front of the Relaxed. class confidently and there is no visible anxiety from their eyes and gestures, they speak loudly and clearly.

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Based on the observation data, 18 students were identified by the researcher as having various levels of speaking English anxiety. As a result 11 students (55%) who experience anxious level, 7 students (35%) who experience mildly anxious level and 2 others students (10%) felt relaxed.

### ***b. Result of Interview***

Based on the opinions of the students, the researcher sought to understand the factors influencing speaking anxiety in students. The researchers posed 8 questions to the students.

***Table 2. Factors contributing to Anxiety***

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<b>Factor Contributing to Anxiety/</b>	
<b>Respondents</b>	<b>Participant Answer</b>
1 <sup>st</sup> Respondent	Lack of understanding the material, feeling intimidated by the teacher
2 <sup>nd</sup> Respondent	Learning English is difficult, the material is difficult to

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	understand, the teacher explains full English.
3 <sup>rd</sup> Respondent	The material is difficult, feel intimidated by the teacher.
4 <sup>th</sup> Respondent	The material is difficult, feel intimidated by the teacher

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The first factor that causes students to feel anxious is feeling intimidated by the teacher. The second factor is that they feel The material is difficult/English is a difficult subject. The third factor that contributes to student anxiety is lack of preparation. The last factor that contributes to making students feel anxious is that the teacher explains the material in full English.

The researcher discussed the study's findings in this section. This discussion is about the level and the factors of anxiety in speaking English from SMK Kristen 2 Tomohon.

It is clear that the majority of students demonstrated mild to moderate anxiety (anxious level and mild level) It implies that a lot of students struggle to manage their anxiousness. From the total of 20 students, 11 students (55%) experience the anxious level and 7 students (35%) experience the mildly level of anxiety.

Eventually, the majority of students (55%) reach the anxious level. It may be said that feeling anxious before performing in front of an audience is a common occurrence for many people. People who have moderate anxiety often describe feeling uneasy, sound changes, sweating, stammering, sensitive, losing focus, sleepiness, back discomfort, and migraines.

Furthermore, it often occurred for 7 students (35%) of those with mild anxiety). Mild anxiety is characterized by the inability to remain still, lowering of voices, trembling lips, elevated heart rate and blood pressure,

wrinkled cheeks, and laughing to mask their discomfort. Only 2 (10%) of the level's students were unwinding at the time. It indicates that they are not experiencing any anxiety-related issues.

When students practice speaking in class, there are four things that make them anxious. The first factor that causes students to feel anxious is feeling intimidated by the teacher. They worry about how the teacher may perceive them. Limited vocabulary, wrong pronunciation and even inappropriate grammar will be noticed by the teacher. The second factor is that they feel The material is difficult. They frequently believe that they are unable to comprehend the instruction or speak clearly. This opinion causes obstacles for students to understand the lesson as a whole.

The third factor that contributes to student anxiety is lack of preparation. It may sound simple but it has such a big impact for students. Some of them typically experience anxiety when they don't practice speaking or effectively prepare for tests. The last factor that contributes to making students feel anxious is that the teacher explains the material in full English. Students cannot absorb the material that the teacher explains. Limited vocabulary is the main factor.

## **CONCLUSION**

According to the research's findings, students' speaking anxiety when speaking English may be divided into a variety of categories.

### ***1. Level of Anxiety***

The study was conducted. by observation to ascertain indications of speaking anxiety in the classroom. Following data analysis, the results revealed that almost all students experienced moderate and mild anxiety in speaking English. There were 11 students (55%) who experienced moderate levels of anxiety, then 7 students (35%) experienced mild anxiety and 2 students (10%) felt relaxed or had no problems with anxiety. Among the 18 indicated students, many of them experienced

anxiety that affected them negatively. Thus, it is crucial for English teachers to be paying attention of their students anxiety.

## **2. Factor Contributing Anxiety**

From the findings of the study, researchers have found that there are four factors that contribute to student anxiety. Some felt intimidated by the teacher, some felt they did not understand or the material was difficult, some felt there was no preparation, or because the teacher did not explain clearly. This factor has a variety of sources, including both students and teachers. Additionally, the elements included in this study increase our knowledge of language anxiety.

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