

English speaking anxiety among the 10th grade students of SMKN 1 Klaten

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ABSTRACT

Anxiety is an uncomfortable feeling, such as worry or fear which hamper a persons in doing something. Everyone has feelings of anxiety at some point in their life. English speaking anxiety usually happens because of lack of self-confidence and afraid of making mistake. The purpose of this study is to determine the causes of anxiety of the 10th graders when asked to speak English. This research will be conducted at SMKN 1 Klaten. Before starting a study of the causes of English speaking anxiety, the researcher starts by looking into anxiety levels and categorizing them into three categories: low, medium, and high. The data collection will be conducted through a questionnaire to be distributed to the 10th graders in marketing major totaling two classes. Nine students will be invited for further interview. In this study, it was found that there were 3 main causes of class X students majoring in marketing to have anxiety when asked to speak English. The cause of students' anxiety when asked to speak in English is because they are afraid of making mistakes when speaking, students feel that their English speaking skills are still low and they lack time to learn English.

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1. Introduction

One of the most difficult things to learn is a foreign language. There are several causes of difficulty in learning a foreign language such as low student motivation and unawareness among the students of the purpose of learning a foreign language, namely being able to communicate in it (Matthew, 2006; Ebidona & Yuniari, 2020). Peal and Lambert (1962) find that people who are fluent in more than one language are consistently superior to those who are only fluent in one language, are concerned about making mistakes, have poor memory, and are unfamiliar with using foreign languages.

Speaking is an important aspect of daily life. It is a method of communication used by humans on a daily basis. By talking, humans can get information and convey the ideas they think about something (Dessler, 1999). The capacity to communicate in English is, of course, required in the educational field, so that knowledge of English is taught since students are in the elementary school. However, each student has its own barriers in learning a foreign language caused by several things (Agustina, 2019). Paredes and Sanchez (2001) show the capacity to communicate in English is, of course, required in the educational field.



Review of the previous journal research used in this study was written by Sadighi and Dastpak (2017) with the title "The Sources of Foreign Language Speaking Anxiety of Iranian English Language Learners". Sadighi distributed questionnaire (FLCAS) to 154 students in a university to find out the ranks of the causes of English-speaking anxiety. The results showed that there were three biggest causes of anxiety in students, namely fear of committing mistakes, fear of being negatively evaluated and limited knowledge of vocabulary.

Similar research was also conducted by Tercan and Dikilitas (2015). They investigated EFL students' speaking anxiety: a case from tertiary level students, by taking data using a questionnaire to 159 students. The questionnaire used by the researcher was an adaptation of Balemir's (2009). The results of this study showed that students had anxiety when speaking English due to lack of preparation. The major aim was to find out to what extent different variables such as proficiency level, onset of learning, and gender would affect speaking anxiety. It was found that degrees of anxiety differed in terms of the mode and context of speaking.

Another previous study was conducted by Akkakoson (2016) with the title "Speaking Anxiety in English Conversation Classroom among Thai Students". This research was conducted by using a questionnaire adopted from FLCAS to get the students' level of anxiety and using a quantitative method. The researcher got the level of anxiety by looking for the mean scores which were calculated using descriptive statistics. The result showed that generally Thai university students in this research were moderately anxious about communication in English.

The previous study from other researchers was conducted by Mohtasham and Farnia (2017). This research used a questionnaire which was distributed to 175 Iranian EFL learners. The researcher adopted the FLCAS. The researcher used 13 related items in the questionnaire. This study used quantitative and qualitative methods and the result showed that the levels of female anxiety were higher than that of males in speaking activities.

The difference between this present research from the previous studies is in the methodology. This research used a qualitative methodology and the previous studies used a quantitative and qualitative-quantitative methodology. This research used an interview to confirm the level of anxiety obtained from the FLCAS whereas the previous studies only used the questionnaire, then the researcher processed the data.

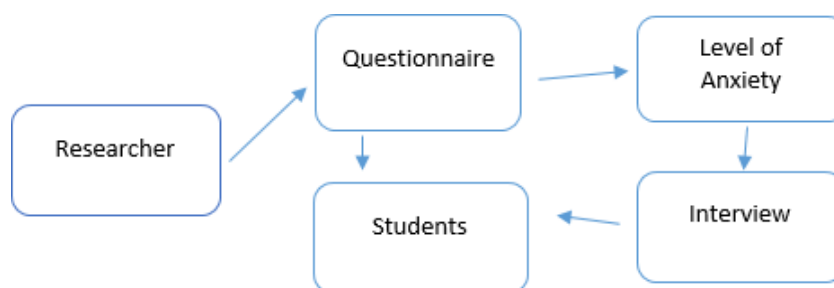


Fig. 1. The conceptual framework

The conceptual framework describes how this research is conducted. Researchers need data from students to research the causes of student anxiety when asked to speak in English. The researchers conducted research using a questionnaire, when the data from the questionnaire was obtained, the researcher then looked for the level of student anxiety. This level is investigated so that researchers find out how many students experience anxiety in speaking English. The data were obtained but researchers also needed to find out the causes of students' anxiety in speaking English so that interview data was needed by asking several causes that allowed students to experience anxiety when asked to speak in English.

2. Method

In this research, the researcher used questionnaire and interview as the instruments. One instrument used in this study was a revised version of the Foreign Language Classroom Anxiety Scale (FLCAS) by Horwitz et al. (1986).

2.1. Research Setting

The research was conducted with the 10th grade students majoring in marketing at SMKN 1 Klaten and this research was conducted in March. This was because the researcher took the schedule before the exam was carried out at school. The researcher also scheduled that this research would be done in a month.

2.2. Research Subject

The subjects of the research were the students from three classes of the 10th grade of SMKN 1 Klaten. The researcher chose the subjects of the 10th grade because the researcher considered them as the subjects that deserved to be studied where the researcher can find out the purity of their anxiety as they were students who had just transferred from junior high schools.

2.3. Research Instruments

The questionnaire had 14 statements to answer with the options of strongly agree, agree, disagree and strongly disagree. The students were free to match the statements with their respective answers. From this questionnaire, 2 results would be obtained:

- a. The percentage of students' answers used to rank statements causing anxiety in speaking which was then used as a reference for the interview list.
- b. Excel data in the form of each student's responses, where the data were then processed to get the level of anxiety. After the level was detected, 3 people from each level would be chosen for interviews.

2.4. Data Collecting Technique

The questionnaire's results were used to determine the amount of student speaking anxiety as well as students' perceptions of speaking anxiety in spoken English classes. The purpose of the interview was to learn about the students' perceptions of speaking anxiety. The students were aware of their experiences in spoken English classes. The questionnaire and interview were obtained directly from them. The researcher also took notes while the interviews were going on.

3. Findings

In this chapter, the researcher will discuss the results of the research activity on speaking English anxiety among the 10th grade students majoring in marketing at SMKN 1 Klaten using questionnaires and interviews. The percentage result showed that the students were less able to express themselves in speaking English.

Table 1. Rank of causes of speaking English anxiety

No	Statement	Percentage	Rank
1.	I am afraid of making mistakes when speaking English.	45,5	1
2.	My English skills are low.	43,5	2
3.	I don't practice speaking English enough.	43,25	3
4.	I am less prepared to speak in English	43,25	4
5.	I have little knowledge of English vocabulary.	42,75	5
6.	My pronunciation is still bad.	42,75	6
7.	I cannot found the right words to express ideas.	42,25	7
8.	My grammar knowledge is inadequate.	42,25	8
9.	I lack memory (vocabulary or grammar)	42,25	9
10.	I lack of confidence.	40,25	10
11.	I am afraid of being judged negatively (badly) when speaking in English.	39	11
12.	I am afraid of being the center of attention when speaking English.	38,5	12
13.	I cannot express myself	37,5	13
14.	I have less desire to speak English fluently.	29,75	14

Based on the research that has been done, the researcher got the percentage of answers which were then ranked from each statement. Most of the answers with the largest percentage obtained revealed that the students had anxiety when asked to speak English in the form of fear of making mistakes when

speaking English which might cause students to get bad response from the teachers and friends. The next statement with the largest percentage was regarding the ability to speak English which was considered low, and the lack of preparation. There were several statements that had the same percentage so that they got the same ranking.

From the data in the [Table 1](#), the researcher could find the top three causes of English-speaking anxiety.

3.1. I am afraid of making mistakes when speaking English

Eskenazi (1999) finds that students tend to make mistakes that include wrong use of sentences, sentence structure, word choice, and voice intonation. Every people have their own anxiety in their life, such as people who can't speak any language other than their own native language or people who can't speak in English (Javier, 1989; Friedman & Jacob, 1997).

People tend to use their own language to speak with friends or other people around, but when they have to go to another country, they should communicate using the language in that country. That is why people should learn to speak in English, because English is an international language. People are afraid to speak in English may be due to their thoughts about other people's perception. Someone may be afraid if their way of speaking in English is wrong (Rusdiansyah & Retty, 2018). Cases of fear of making mistakes usually happen in schools especially in English classes. A teacher usually asks the students to speak in front of the class. Students who have enough confidence will do the teacher's command and speak in front of their friends clearly with or without noticing their way of speaking (Pratama, Suarnajaya, & Saputra, 2022). This type of students will certainly hear the teacher's correction to improve their speaking skill. Gibbs (1991: 183) states that children with an internal orientation tend to act based on a relatively mature understanding of the intrinsic meaning or underlying moral norms and values.

The other students of another type are those who feel anxious when asked to speak in English in front of the class. These students think that when they do a wrong way of speaking, it will be the ridicule of their friends in the class. A teacher should take actions regarding such fear of making mistakes case by convincing to the students that it is not a big problem because all students learn together in a class (Harmer, 2007).

3.2. My English speaking skills are low

From the data in [Table 1](#), the researcher found that English speaking skills were low and was the second largest in the percentage. Ladouse (in Nunan, 1991: 23) states that, "speaking is an activity to explain someone in a certain situation or an activity to report something." By speaking people will get or give information to other people. In general, speaking skills include the following 4 things: fluency, vocabulary, grammar and pronunciation. Fluency means people can speak with correct intonation so that other people understand the points of the talk. Vocabulary means words which someone uses for the talk. Grammar means a set of structured rules that govern the arrangement of sentences, phrases, and words in any language (Islamiati, 2019). Meanwhile, pronunciation means the way of talking clearly (Eskenazi, 1999). The participants who felt that their English-speaking skills were still low could do the practice to speak English by practicing to pronounce the words from the movies.

3.3. I don't practice speaking English enough

From the data in the [Table 1](#), the researcher found that the participants had less desire to speak in English. The students' speaking ability will automatically increase if they practice speaking the English language intensively in their environment (Thornbury, 2005; Mart, 2013; Ok & Ustaci, 2013). But unfortunately, the students were not interested in practicing speaking in English.

After getting the results from the statements that had been distributed, the next stage was interviewing several people who were chosen based on their anxiety level. This anxiety level was obtained from the processing of the data of students who had filled out a questionnaire consisting of statements about the causes of anxiety in speaking. From this data, the researcher chose 3 people from each level, namely 3 people from the high level, 3 people from the medium level, and 3 people from the low level. The purpose of distinguishing each level was to study whether or not the causes of anxiety experienced by each student were the same.

Table 2. Causes of English speaking anxiety based on interviews

Theme	Code
Factors that affect students' anxiety when speaking English	Fear Pronunciation Building confidence
Preparation to maximize speaking in English	Understanding the basic of English language Situational
Time when students speak in English	Initiative
Environment factor to speak in English	People around
Students attitudes when asked to speak in English in class	Refuse

The statement in the Table 2 shows that there were several factors in common among the students with one another regarding the causes of anxiety in speaking in English. Table 2 reveals the similarities regarding the types of anxiety, namely students mostly felt nervous when asked to speak in English. Table 2 provides the information on the preparations the students did when interacting using English. There was a unique information from the interview, that some students avoided answering the question when they were appointed by the teacher and suggested the teacher to ask the question to other students instead.

1) *Factors that affect students' anxiety when speaking English*

The first theme is about the factors affecting students' anxiety when speaking English. The researcher got two codes in this theme by interviewing the participants.

a) *Fear*

Fear is one of the causes of anxiety. There are many triggers that cause fear such as not being confident or being afraid to make mistakes that cause shame (Abdullah et.al., 2015). The participants were afraid when asked to speak English because they did not know or understand English. This was because the participants were not used to speaking English in everyday life. The following excerpts shows that,

" . . . because I'm not very good at English."

English is indeed different from the language that is often used by the participants. English has different pronunciation and writing, while Indonesian has the same pronunciation and writing. The difference in pronunciation made the participants felt that they had not enough understanding how to speak in English (Fitriana & Agustina, 2019).

b) *Pronunciation*

Pronunciation in speaking English requires a clear emphasis, because if the pronunciation in English is not clear enough it will cause the other person to feel confused about the meaning spoken. With regards to the factors that affect students' anxiety when speaking English theme, pronunciation is the code that caused this factor of anxiety (MacIntyre & Gardner, 1994; Na, 2007). The following excerpts convey,

"I'm anxious when asked in English about how to pronounce it, I'm worried if someone doesn't understand what I say because my pronunciation is wrong."

This participant was worried if his pronunciation was wrong, he would feel embarrassed to his friends in class or the teacher would be angry with him.

The participant had desire to improve his pronunciation and looked so ambitious when answering the interview question.

"In English language, if we speak a wrong word, it will be a different meaning. So, I feel less confident when I have to speak in English."

The participant was afraid that if wrong pronunciation was produced during his or her speaking, it would make other students confused about the meaning.

2) Preparation to maximize speaking in English

The researcher gave a question about whether the students had specific preparation to speak in English to maximize speaking in English theme. This theme had two codes which could help the participants prepare their speaking in English.

a) Build of Confidence

Confidence is one of the things that someone must have when he or she wants to start a conversation. In the case of students speaking English, they have to get rid of negative thoughts about other people's perceptions so that students are sure of what they are conveying. The following excerpt shows that,

"The way to build self-confidence is by writing what I want to convey and practicing how it is delivered. "

It means that before the participant spoke in English, he would practice first in order to get an enough confidence while speaking in English.

b) Understanding the basic of English language

The participants stated the importance of doing preparation to speak English, such as the participants' effort to understand the vocabulary, grammar and any verbs in order to make correct sentences.

"We have to understand about the vocabulary and grammar first, such as many verbs so that we don't make wrong meaning when we speak."

This should be done so that the participant would not make mistakes when speaking in English. The participant stated that Indonesian and English were different, so the participant had to understand the basics of speaking in English. The following excerpt shows that,

"If we learn English, we have to understand at least the basics of English, because all Indonesian people of course understand about Indonesian language, but it is different or may difficult when we learn speak in English."

Based on this participant's statement, when people want to do a good talk, people should understand at least the basics of English such vocabulary and grammar.

3) Time when students speak in English

From the participants' statement about the kind of anxiety, the researcher realized about the time when the students would speak using English. This theme has two codes, namely situational and initiative.

a) Situational

Situational means that participants can speak in English based on who they will speak and when they can speak in English. A participant conveyed that,

" I usually speak English when asked by the teacher."

It means that participant usually spoke in English if the teacher asked him to speak in English.

b) Initiative

The participants stated that speaking in English usually happened when they delivered text messages with friends, posted pictures on social media and sometimes when the participants talk to friends, just like

"You know, really?"

From the statement, we know that the participants had enough confidence to speak in English.

4) Family factor to speak in English

The researcher found a participant's statement about the factor of anxiety in speaking English. The participant stated that anxiety came from other people and he/she was afraid that people would judge the way he/she spoke. It means that the participant still thought about other people's perception.

This condition happened with another participant who stated that once he/she tried to speak in English but he/she got negative corrections from his/her family.

“I used to speak English but my uncle did the same, so many corrections were made because he was good at English, so it's better not to do that, hahaha.”

It means that the participant got the anxiety from his family because he got negative correction and this caused him to have no motivation to speak in English anymore. The participant also felt anxious because he saw that other people were better in speaking English.

5) *Students attitudes when asked to speak in English in class*

Attitudes mean how a participant behaves when the teacher asks him/her to speak in English. In attitude theme, the researcher found one code from a participant, it was “Refuse.”

The participant stated that he/she had the desire to speak English clearly because the participant saw other people who spoke English fluently.

“I usually speak in English only if the teacher asks me, but when I am in a class, I often point other students too.”

From the participant's answer, the researcher concludes that the participant had less respect to the teacher and also didn't have a desire to at least try speaking in English.

This part presents the discussion of the research findings. There were two research questions proposed in this study. The discussion focuses on the finding of the two proposed research questions. The first discussion is about anxiety levels among the 10th grade students of marketing major when asked to speak in English. The second discussion is about the causes of the anxiety among the 10th grade students of marketing major when speaking English. To answer the first research question, the researcher used a questionnaire adopted from Foreign Language Classroom Anxiety Scale (FLCAS) (Horwitz, 1986).

4. Conclusion

Based on the results of the study, the researcher can conclude that anxiety among the 10th grade students majoring in marketing was caused by several general factors. The participants were afraid of making mistakes when they were asked to speak in English in front of the class. The participants felt that their English-speaking skills were low, but the participant didn't have a desire to practice speaking in English. The participants also stated that they had anxiety when they had to speak in front of the class because they were afraid of other people's perception. The anxiety had made the participants fail in developing their speaking skills. There were some students who felt that they could not speak in English but still didn't want to practice.

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