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AN ANALYSIS OF STUDENTS' SPEAKING ANXIETY AT 7TH GRADE OF ALMUMTAZ BOARDING SCHOOL

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Abstract

This research was conducted due to several problems in speaking activity in the classroom, problems refer to the students' feelings of anxiety to speak in the learning process. Based on the preliminary research, the researcher found that the students were anxious to speak in the classroom for some reasons like low of speaking aspects mastery and low of self-cofidence. In foreign language learning, students' speaking ability can be affected by psychological factors. Thus, this research aimed to find out the factors that cause students' speaking anxiety. This research was done in Al-Mumtaz Boarding School. The design of this research was descriptive qualitative research. In order to collect the data, the researcher used non-participative observation and semi-structured interview as the instruments. The population of this research was all the seventh grade students of Al-Mumtaz Boarding School which consists of four classes, one boy's class and three girls' classes. The researcher used purposive sampling to get the sample for the observation because all the populations had same characteristics. The observation's sample consist of two classes, one boy's class and one girl's class. Then, the researcher used snowball sampling to get the sample for the interview. There were fourteen students who were interviewed in this research. The result showed that there were several factors that cause students' speaking anxiety at seventh grade of Al-Mumtaz Boarding school, either on boy's class or girl's class. Those factors are fear of negative responses from the others, low of self-confidence, fear of making mistakes and low of speaking aspects mastery (pronounciation, comprehension and vocabulary). In conclusion, there were four factors that cause students' speaking anxiety at seventh grade of Al-Mumtaz Boarding School.

Keywords *: Speaking, Anxiety, Factor*

INTRODUCTION

English has four language skills and they are divided into two, productive and receptive skills. Speaking and writing are categorized into productive skills. They are called productive skills because these are related to the human language production and people produce the language itself for sending the information. Whereas reading and listening are categorized into

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receptive skills. They are called receptive skills because they have function to receive the information.

Many teachers and EFL students said that teaching and learning productive skills are more difficult than others(Samsi Rijal and Nurdiana Arifah; 2017). Productive skills are more complicated than receptive skills because the result of these skills are products.It means, it needs long process and effort so that the students can produce the best result. Although productive skills are difficult, these two skills can be used as measuring instruments to know how much the students have learned about English because the quality of students who have learned English can be seen from how they speak and write in English. Because these two skills will show how they produce the language by themselves. One of the key aspect of learning English for a second or foreign language is speaking (Nunan; 2000). Speaking is more challenging than the other skills because it needs interaction. The speaker has to send the idea and information to the listener. Especially for the students, they need partner to speak, at least for practice. It can help the students communicate actively and fluently.

Speaking skill must be developed intensively by the students, especially for the EFL students because this is not easy. Students have to find the best and interesting ways to develop their speaking skill. They can find their own learning style or they can find a good partner to help them develop their speaking skill rapidly. The main point is the students should know their needs and fulfill these with the right ways. It takes a lot of time to learn and practice.

As non-English country who learn English as a foreign language, English subject is more challenging for the students to be mastered rather than the other subjects. That is why it makes the students feel anxious when do the learning process. Anxiety is the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nerveous system (Horwitz, and Cope; 1986). Whereas as pioneers to conduct the study about foreign language anxiety, foreign language anxiety as a distinct complex of self-perception, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqeness of the language learning process(Horwitz, and Cope; 1986).

Anxiety in speaking can influence the students in developing their speaking ability. There are many factors cause the feeling of anxiety for the students, especially on speaking which will measure students' quality on producing the language. These factors are different for each student. They are also related to students psychological condition when they will speak in the certain condition. Some students are fine to speak in public. On the other hand, another

students are anxious to speak in front of many people. Beside students' cognitive competences, psychological condition also has important role in speaking.

Every student has different level of anxiety. Generally there are four levels of anxiety, which are mild, moderate, severe and panic (*Nursing Practice for Psychiatric Disorders.* 2007). Each level causes psychologic and emotional changes in the person. Especially for the students, it can cause uncomfortable feeling for them in the learning process. Teacher has to understand and consider it in the classroom. Consciousness and personalities like emotional stability play an important role in the achievement of students' speaking ability (Reflianto, Farida Ariani; 2018). Students will speak well if they have good emotional stability as their personalities. Teacher has to know how to minimize the level of anxiety that the students have. So that the level of students' anxiety can be decreased. In speaking, there are many aspects that will be measured like fluency, vocabulary, pronounciation, grammar, and comprehension. These all aspects are connected each other. If one of the aspects do not achieve well, the others will be influenced and the score of speaking will not be perfect. These are the reasons why speaking can be difficult skill to be learned and to be applied by the students. It is caused speaking force us to find some ideas in our mind and try to express them by using meaningful spoken form. Example, if the students have limited vocabulary and do not master the grammar forms, the other aspects automatically will not be good because they are connected each other. So, the students feel anxious because they have to master all the aspects that will be measured at the same time when they speak.

The researcher did the interview with the an English teacher of Al-Mumtaz Boarding School on January 11th 2021 to get the problem. The researcher did an unstructured interview by phone after getting the permission from the English teacher at that school. The researcher asked the teacher about general problems that has appeared in the classroom. The teacher said "Most of the problems in this grade relate to the students' feeling of anxiety on applying productive skills, either on speaking or writing. Maybe you can conduct the research about these two topics because these problems are very disturbing for the teaching and learning process. If you are wondering, I will explain more about it". The teacher continued her explainations about the problems above.

Based on the explanation of the English teacher at Al-Mumtaz Boarding school on the interview, the researcher focuses to conduct the research about students' speaking anxiety. The researcher got more explanations relate to this topic. The teacher explained about all the

problems about it and make it narrower. The teacher said these problems were very disturbing for the teaching and learning process. Students had problem with their speaking anxiety. The problems came from the students itself, they did not want to speak in front of the class. They felt anxious when they should speak in English. They had problem with the factors that cause this anxiety.

To get more complete and accurate problems, the researcher did non-participative observation to the seventh grade students of Al-Mumtaz Boarding School on Saturday 9th and Monday 11th of October 2021. The researcher took notes, some photos and videos during the observation. Because the girl and boy has been separated in this school, so the researcher had to do the observation twice in the different places. The researcher did the observation in two classes, one boy and one girl. The conclusion of the observation on both classes, the researcher found the same problems that related to the students' low of speaking aspects mastery (that could be seen from the appendices at page 95-96) and low of self-confidence. For students' speaking aspects mastery, the students had problems with vocabulary, comprehension and pronounciation. The students tended to use arabic language in the classroom because in the daily activity at the dormitory they use arabic language. So, when the teacher asked them to speak, they chose to be quiet because they were anxious and did not know how to pronounce the vocabulary in English. For self confidence, as the new students in this stages, they were affraid to raise their hand when the teacher asked them to perform in front of the class. It is becaused they did not learn English before and this is a new subject for them.

METHOD

In this research, the researcher chose descriptive qualitative research. The researcher would provide the data by describe it using narration. Qualitiative research is the yield study about the phenomenon and the researcher get the information from the participants through exploration (Creswell, John W.; 2012). The informants of the research were the seventh grade students of Al-Mumtaz Boarding School. The informants were 111 students at the seventh grade of Al-Mumtaz Boarding School that were consist of one boy's class and three girls' classes. In this research, the researcher would use observation and interview. Observation of students' behavior in a target situation is another way of assesing their needs (Richard, Jack C.; 2001). In this research, the researcher would use purposive sampling to choose the

informant. Interview can be used to gathering personal responses and views privately about a certain topic (Brown, James Dean; 1995). In this research, the researcher would use semi-structured interview because all questions could be asked freely to the interviewee but still use a script as a guideline. The data would be analyzed by using some steps: First was data collection. The researcher collected the data that the researcher got through observation and interview to find out the factors that cause students' speaking anxiety (Sugiyono; 2010). Second was data reduction. The researcher resumed all the data that the researcher needed. Data reduction was the process of selecting, focusing, simplifying, abstracting and transforming data that the researcher got in the field (Sugiyono; 2010).

List of codes

Factors Contribute to Speaking Anxiety	**Codes**
Fear of being evaluated by the teacher	FE
Fear of negative responses from the others	OR
Cultural influences to speak due to a more teacher-centered style	TC
Low of self-confidence	SC
Low of speaking aspects mastery	SM
Fear of making mistakes	MM
Lack of preparation	LP
Test anxiety	TX

Third was display the data. The researcher made the result about the factors that cause students' speaking anxiety that the researcher got through observation and interview. Fourth was conclusion. The researcher concluded the result after doing the all the steps of data analysis about the factors that cause students' speaking anxiety. In qualitative research, we must consider about the data trustworthness. Data collection technique which are combining the various technique of data collection and data sources that already exist is called triangulation (Sugiyono; 2010). By using triangulation, the data that the researcher found would be more consistent, complete and definite.

RESULTS

These findings showed the answers of research question that what are the factors that cause students' speaking anxiety. The research focused on the factors that cause students' speaking anxiety itself. The factors that cause students' speaking anxiety were gotten from the observation and students' answers on the interview. First, the researcher would describe the findings to answer the research question that ware gotten through observation. Then the researcher would describe the findings that was gotten through interview. These two findings supported each other to find out the factors that contributed to the students' speaking anxiety. Based on the observation that the researcher did, the researcher could describe that there were three factors that made the students felt anxious to speak. First, the students did not have enough self confidence to speak in front of the class. The researcher could see this from the signs that they gave like pretended to be busy when the teacher asked them to perform in front of the class or lacked of eye contact with the teacher during the learning process. Second, the students feared of making mistake. It could be seen from their habit of bringing the book or wrote the correct answer on their hands when performing in front of the class. The last one was the students feared of their friends' responses. Friends' responses like laughing and moking when they made mistakes were two reasons why do they felt anxious to speak in front of the class. In girl class, the researcher did the observation twice too, at 9th and 23rd October 2021. The teacher taught the material about thing around us. The teacher started with asking about what things were in the classroom. The teacher asked the students to find the example by themselves and wrote it in the white board. Then the teacher taught the students how to make sentences by using there are and there is related to the material about thing around us. The teacher asked the students to make their own sentences. After that, the teacher asked the students to come in front of the class to explain what sentences that they have made. This was categorized into speaking activity. There were some responses of the students. Some students pretended to be busy writing the material in their books. Some students had lack of eye contact with the teacher to avoid teacher's command. As what the boys did, the students brought their books in front of the class or wrote the correct answer on their hands. The difference between boy and girl was the girls asked for their friends' helps to remaind them the correct sentence. The audiences' responses in this class were not as noisy as the boys. Only several students who laughed at their friends' performances but it made the students who performed in front of the classroom fidgeting, stammering and lost their focuses. Sometimes they smiled to cover their anxiousness. In girl's

class, it was slightly different but still in line with the data that the researcher got in the boy's class. In this class, the factors that cause the students felt anxious to speak also consist of three. First, the students feared of making mistakes. The students in this class were very affraid of making mistakes. They brought their books in front of the class and sometimes asked their friends' helps to get the correct answer. Second, the students did not have self confidence to speak in front of the class. It was worse than the boys, the students in this class really did not want to try. They just kept quiet on their chair and lacked of eye contact with the teacher to avoid her. The last one feared of friends' responses. In this class, the classroom situation was not as noisy as boys, but still there were some students who laughed at their friend's performance. So they were fidgeting, stammering, and lowered their voices to avoid their friends' responses when they made mistakes.

When performing, the students in these two classes also gave some signs of their speaking anxiety. Related to low self confidence, sometimes they had lack of eye contact with the others. Another signs related to the feeling feared of negative responses from their friends. They lost their focuses, kept silent for a moment and then lowering their voices to avoid their friends' responses if they made mistakes. Sometimes they were smiling to cover their anxiousness. Reated to the feeling feared of making mistakes, they gave signs like brought their books in front of the class, wote the answer on their hands and tried to ask for friend's help.

It can be concluded that there were three factors that cause students' speaking anxiety in this stage such as low of self confidence, feared of making mistakes and feared of negative responses from their friends. The table below was a data display compiled from observations these two classes.

Reasons the students feel anxious to speak

Reasons the students feel anxious to speak	**Signs**
Fear of making mistakes	Bring the note book, write the material in their hands, and ask for friend's help when performing in front of the class
Fear of negative responses of the others	Lose focus, keep silent, fidgeting, stammering, lowering the voice
Low of self-confidence	Lack of eye contact, pretend to be busy when the teacher asks to perform

Based on table it showed that students might feel anxious at some situations. Students were mostly anxious to speak because of feared of making mistakes, students brought their note books in front of the class, wrote the correct answer on their hands or asked for friend's help to remind them what they must be spoken. It also revealed that students often laughed at their friends who performed in front of the class and made mistakes. Some students appeared to be anxious when the audiences ridiculed them. Further, it also appeared that students might feel anxious because of their low of self-confidence, this problem came from themselves and disturbed them to speak.

The second instrument that the researcher used in this research was interview. It was used to answer the research question about what are the factors that cause students' speaking anxiety. The result of these two could achieve the purpose of the research. The researcher did the interview in two classes, one boy's class and one girl's class. In boy class, the researcher did the interview at 18th October 2021. In girl class, the researcher did the interview at 23rd October 2021. In these two classes, the researcher got the informants from the teachers' suggestion and researcher's observation result. The researcher chose the students who tended to be passive during the learning process, especially speaking activities. Based on the result of the interview of these two classes, the researcher could conclude that there were several factors that cause students speaking anxiety. Most of the interviewees had the same answers related to the factors that cause their feeling of anxiety in speaking. The first factor that cause students speaking anxiety in these two classes were low of speaking aspects mastery, especially comprehension, pronounciation and vocabulary. The interviewees stated that they were difficult to comprehend English because they did not learn English before. Third, feared of negative responses from their friends. This was the important factor that could influence the students feeling of anxiety to speak. The students were very affraid of being laughed by their friends when they were performing. The last factor that cause students speaking anxiety, feared of making mistake. This factor could be linked with three factors above. The students had low of self confidence because they had low of speaking aspects mastery so that they were affraid of making mistakes and fear of negative responses from their friends.

Factors that Cause Students' Speaking Anxiety

Interviewee	Factors that Cause Students' Speaking Anxiety
AF (1st Interviewee)	Low of speaking aspects mastery (comprehension), fear of making mistake, low of self-confidence, fear of negative responses from the others
AR (2nd Interviewee)	Low of speaking aspects mastery (comprehension), fear of making mistake, responses from the others
AMA (3rd Interviewee)	Fear of making mistake, low of speaking aspects mastery (pronounciation), fear of negative responses from the others, low of self-confidence
JHM (4th Interviewee)	Low of self-confidence, fear of negative responses from the others, fear of making mistake, low of speaking aspects mastery (comprehension)
HA (5th Interviewee)	Low of self-confidence, fear of making mistake, fear of negative responses from the others
FA (6th Interviewee)	Low of self-confidence, fear of negative responses from the others
RRR (7th Interviewee)	Low of speaking aspects mastery (pronounciation), fear of making mistake, low of self-confidence
SF (8th Interviewee)	Low of speaking aspects mastery (vocabulary and pronounciation), fear of making mistake
R (9th Interviewee)	Low of speaking aspects mastery (pronounciation)
ZR (10th Interviewee)	Low of speaking aspects mastery (pronounciation), low of self-confidence, fear of making mistake, fear of negative responses from the others
H (11th Interviewee)	Low of speaking aspects mastery (Comprehension), low of self-confidence
AY (12th Interviewee)	Low of speaking aspects mastery (pronounciation), low of self-confidence, fear of making mistake
AS (13th Interviewee)	Low of speaking aspects mastery (Comprehension), low of self-confidence
FR (14th Interviewee)	Low of self-confidence, fear of making mistake, fear of negative responses from the others

Based on the table, it showed that there were many factors that cause students speaking anxiety in these two classes. Low of speaking aspects mastery especially pronounciation, comprehension and vocabulary were the aspects that bothered the students most about

English classrooom. As what the researcher had observed, the students also said that feared of making mistake and feared of their friends' responses when they were performing were the biggest fear of speaking in front of the class. The last factor that made the students felt anxious came from themselves, which was low of self-confidence.

DISCUSSION

Based on the findings, the factors that cause students speaking anxiety that the researcher found by doing observation and interview could be classified as: Fear of negative responses from the others. This factor played great role in contributing to the students feeling of anxiety to speak because there were 8 of 14 students answers this factor disturbed them. Low of self confidence was very crucial factor that cause students speaking anxiety because if the students felt that they did not have self confidence, they did not want to explore themselves. They chose to be passive and did not want to join the speaking activity in the classroom. The students realized that they had low of self confidence, but they did not know how to decrease it. 11 from 14 students felt that they did not want to perform in the classroom because of some reasons related to the self-confidence. Fear of making mistake was one of the factor that cause the feeling of anxiety to the students in speaking English. 10 of 14 students who were interviewed stated that they feared of making mistakes when performing in front of the class. Especially, it was because they did not know how to pronounce the words in English and they thought it was very difficult. Low of speaking aspects mastery was the last factor that cause the students speaking anxiety in this case. Low of speaking aspects mastery was a part of internal factor because this problem came from the students, not from their environment. 11 of 14 interviewees stated that low of speaking aspects mastery was the factor that cause their speaking anxiety. There were three speaking aspects that made the students felt anxious to speak in these two classes like comprehension, pronounciation and vocabulary. Five students had problem with their ways to comprehend the material that they will perform in front of the class.

CONCLUSION

Based on the speaking activities of two classes that had observed by the researcher, the factors that cause students' speaking anxiety were four. First, feared of negative responses from the other. Their friends' responses with laughed and mocked made them felt anxious

to speak in front of the class. Second, feared of making mistake because they were not familiar with English before. These two factors linked each other in building the feeling of speaking anxiety to the students. The factor that made the students laughed to their friends who perfomed in front of the class was their friends did mistakes. The third one was low of self-confidence. These three factors were most important reasons that made the students feel anxious to speak English in front of the class. The researcher could identify these by the signs that the students had given when the observation was held.

Then the researcher did the interview to get more complex data about the factors that contributed to the students speaking anxiety. By using the interview, the researcher could get the data from the students directly about what factors that cause their feeling of anxiety in speaking English. Based on the interview to 14 students of two classes, the factors that cause students speaking anxiety were fear of negative responses from the other, low of self-confidence, fear of making mistake and lack of speaking aspects mastery. Lack of speaking aspects mastery that had appeared in these two classes were about comprehension, pronounciation and vocabulary.

So, it can be concluded that students speaking anxiety at seventh grade students of Al-Mumtaz Boarding school were influenced by several factors. The factors that contributed to the students speaking anxiety could be concluded as low of speaking aspects mastery especially comprehension, pronounciation and vocabulary, low of self-confidence, fear of making mistakes and fear of negative responses from the others.

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