



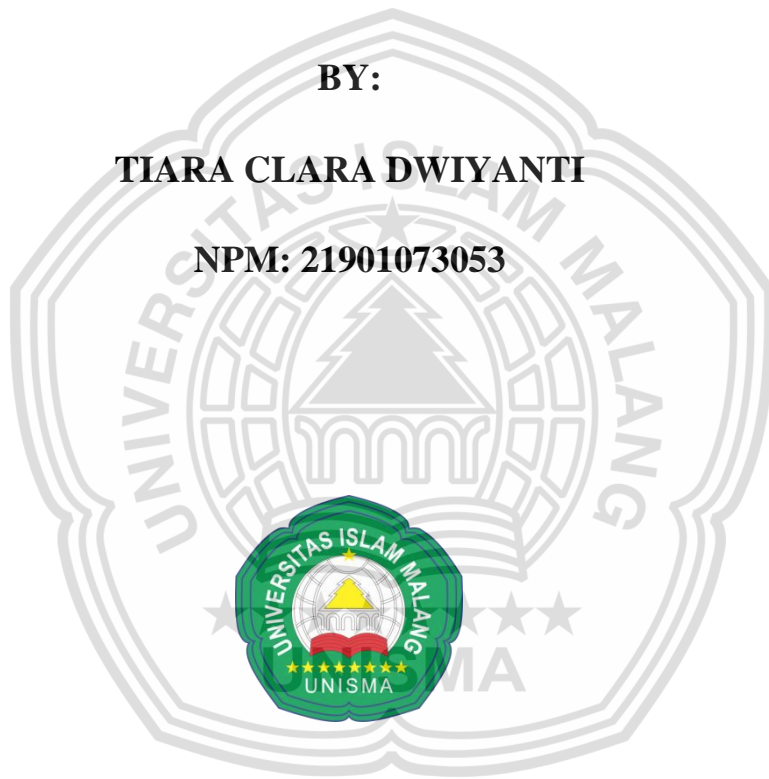
**AN ANALYSIS OF STUDENTS' SPEAKING ANXIETY:
FOCUSING ON THE SECOND GRADE JUNIOR HIGH
SCHOOL MALANG, INDONESIA**

SKRIPSI

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2024

ABSTRACT

Dwiyanti, Tiara Clara. 2023. *AN ANALYSIS OF STUDENTS' SPEAKING ANXIETY: FOCUSING ON THE SECOND GRADE JUNIOR HIGH SCHOOL MALANG, INDONESIA*. Skripsi, English Education Department Faculty of Teacher Training and Education. Advisor I: Dr. H. Mutmainah Mustofa, M.Pd, Advisor II: Dr. Dzul Fikri, S.S. , M.Pd

Keywords: Learning, Anxiety, Speaking anxiety,

Speaking anxiety can be a problem that some students often experience in speaking and of course this can be very debilitating for some students. This research to find out the extended level of anxiety experience and contributing factors that influence students' anxiety during their English-speaking practice. This study uses a qualitative approach with a survey design. Participants in this study were students in second grade, and 30 students at a private junior high school in Malang, East Java, Indonesia. Data collection was carried out through questionnaires. The questionnaire was adapted from (Horwitz, 1986) which contains 33 questions using a four-point Likert scale model which is sent online using Google Forms. Based on research results, three factors make students feel anxious about speaking English. Namely (1) communication apprehension, this factor of anxiety has 11 statements. In this statement, 11.2% chose to strongly agree, 46.7% agreed, 37.5% agreed, and 4.5% chose strongly disagree, getting a final score with the final result being 46.7% of students choosing the agreed statement. (2) test anxiety, his factor has 15 statements, 9% chose to strongly agree, 48% agreed, 35% disagreed, and 8% chose to strongly agree. (3) Fear of Negative evaluation, this anxiety has 7 statements, 14.2% chose to strongly agree, 49.5% agreed, 31.4% disagreed, and 4.9% chose strongly disagreed.

Based on the results of this analysis, the researcher found that 22 students felt worried, 1 student felt very anxious, and 7 students felt a bit anxious, this result show that still many students who felt anxious when asked by the teacher to speak in front of the English class. The last results of this study showed that "fear of



negative evaluation" was the dominant factor that caused students' anxiety in speaking with a higher point of 49.5%.



ABSTRAK

Dwiyanti, Tiara Clara. 2023. **ANALISIS KECEMASAN BERBICARA SISWA: FOKUS PADA KELAS II SMP MALANG, INDONESIA**. Skripsi, Jurusan Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan. Pembimbing I : Dr. H. Mutmainah Mustofa, M.Pd, Pembimbing II : Dr. Dzul Fikri, S.S. , M.Pd

Kata Kunci: Belajar, Kecemasan, Kecemasan Berbicara,

Kecemasan berbicara dapat menjadi permasalahan yang sering dialami oleh sebagian siswa dalam berbicara dan tentunya hal ini dapat sangat melemahkan sebagian siswa. Penelitian ini bertujuan untuk mengetahui tingkat pengalaman kecemasan yang diperluas dan faktor-faktor yang berkontribusi terhadap kecemasan siswa selama latihan berbicara bahasa Inggris. Penelitian ini menggunakan pendekatan kualitatif dengan desain survei. Partisipan dalam penelitian ini adalah siswa kelas dua, dan 30 siswa di sebuah sekolah menengah pertama swasta di Malang, Jawa Timur, Indonesia. Pengumpulan data dilakukan melalui kuesioner. Kuesioner diadaptasi dari (Horwitz, 1986) yang berisi 33 pertanyaan dengan menggunakan model skala Likert empat poin yang dikirimkan secara online menggunakan Google Forms. Berdasarkan hasil penelitian, terdapat tiga faktor yang membuat siswa merasa cemas dalam berbicara bahasa Inggris. Yaitu (1) communication apprehension, faktor kecemasan ini mempunyai 11 pernyataan. Pada pernyataan tersebut sebanyak 11,2% memilih sangat setuju, 46,7% setuju, 37,5% setuju, dan 4,5% memilih sangat tidak setuju, mendapatkan nilai akhir dengan hasil akhir sebanyak 46,7% siswa memilih pernyataan setuju. (2) tes kecemasan, faktornya terdapat 15 pernyataan, 9% memilih sangat setuju, 48% setuju, 35% tidak setuju, dan 8% memilih sangat setuju. (3) Takut Evaluasi Negatif, kecemasan ini terdapat 7 pernyataan, 14,2% memilih sangat setuju, 49,5% setuju, 31,4% tidak setuju, dan 4,9% memilih sangat tidak setuju.

Berdasarkan hasil analisis peneliti menemukan bahwa 22 siswa merasa khawatir, 1 siswa merasa sangat cemas, dan 7 siswa merasa agak cemas, hasil ini



menunjukkan masih banyak siswa yang merasa cemas ketika diminta guru untuk berbicara di depan. dari kelas bahasa Inggris. Hasil terakhir penelitian ini menunjukkan bahwa “ketakutan terhadap evaluasi negatif” merupakan faktor dominan yang menyebabkan kecemasan siswa dalam berbicara dengan poin lebih tinggi yaitu 49,5%.



CHAPTER I

INTRODUCTION

In this section, the author explains the initial segment of the research, the background of this study, the problem statement, study objectives, research significance, scope and limitations of the study, and the definition of key terms.

1.1 Background of this Study

Language is a system for expressing meaning, and its main purpose is as a medium of communication and interaction. Language has four basic skills that must be mastered, namely writing, reading, listening and speaking. Mustofa & Sari (2020) stated that students cannot acquire speaking and writing skills without acquiring speaking and listening skills. However, of the four language skills, mastering speaking skills is crucial in the English learning process. Saiful and Mustofa (2019) stated that students who do not have sufficient effectiveness in speaking strategies will not be able to improve their skills, on the contrary, individuals who use effective speaking strategies will increase their proficiency. Unfortunately, many students experience speech problems. In this case, they often feel less confident and often consider their speaking abilities to be weak. Through speaking, students can share their ideas and knowledge. Mustofa et al. (2019) say that "Good speaking quality shows someone is successful in learning a language". However, students often feel anxious because they are worried about a bad response from their friends. Lastly, this case makes it difficult for them to communicate and share information.

Speaking anxiety can be a problem that some students often experience in speaking and of course this can be very debilitating for some students. Horwitz et al. (1986) define anxiety in general as a subjective experience characterized by feelings of tension, fear, and apprehension, often associated with the activation of the autonomic nervous system. In developing the problem of anxiety they created the Foreign Language Class Anxiety Scale (FLCAS) and defined anxiety as complex that differs from self-perception of behavior related to foreign language learning in the classroom. This problem is also supported by the first research conducted to measure language learning anxiety using anxiety measurement tests from educational research the study find that difficulty of the task given to the speaker also facilitates speaking anxiety (Schovel 1978). In educational research, anxiety is typically categorized as a trait or state. where someone who experiences anxiety usually tends to feel anxious in various situations.

In the last few decades, studies on speaking anxiety have been carried out in various countries with different contexts. Recently, Zarrinabadi (2023) conducted a study in a private language institute in Iran. This study found that students often feel ridiculous if students are praised for their intelligence and effort which makes them feel anxious. Furthermore, Santriza (2018) conducted research in Banda Aceh, this research analyzed to find factors that influence to students' speaking anxiety from 20 students and found three main factors that influenced students' speaking anxiety, namely exam anxiety, communication fear, and fear of negative evaluation. Meanwhile, Batiha and Noor (2016) explored the issue of speaking anxiety among English Language Learners in Jordan, involving 112 new students as participants. The research revealed four key factors contributing to

students' speaking anxiety: fear of naive evaluation, unpreparedness, fear of public speaking and embarrassment, and a general sense of speaking anxiety.

In a separate investigation, Ozdemir (2021) conducted a study at a university in the US, focusing on the English language anxiety of International Teacher Assistants (ITAs) teaching various courses in an American university context where used English as a L2. The study found that ITAs with an L2 mindset still experienced anxiety and felt less confident when speaking English while teaching native English speakers.

Chahrazad (2022) carried out research at a university in Algeria with the primary objective of proposing pedagogical strategies to help students and teachers navigate and address the difficulties presented by speaking anxiety in a university environment focused on English as a Foreign Language (EFL) teaching and learning. The study identified various factors influencing student anxiety, including speaking anxiety hindering self-expression, reduced self-esteem and confidence, anxiety associated with speaking in front of the class, students' anxiety-driven help-seeking behavior, teacher intolerance towards silence, and anxiety affecting interactions among students.

Up to the present moment, numerous studies have concentrated on the anxiety encountered by students and the elements influencing speaking anxiety. Nevertheless, there remains a noticeable scarcity of research investigating the predominant factors influencing student anxiety, particularly in junior high school. Considering this gap, the current study was undertaken to address this dearth of research by examining the influential factors and determining the dominant

contributors to speaking anxiety among junior high school students within a specific private school in Malang.

1.2 Statement of the Problem

Based on the background above, the researchers have formulated the research question as follows:

1. What extent do students feel/experience anxiety during their English-speaking practice?
2. What are the contributing factors that influence students' anxiety during their English-speaking practice?

1.3 Objective of the Study

Based on the research question above, the objectives of the research are as follows:

1. To find out the extent of the level of anxiety experienced by the students.
2. To investigate the contributing factors that influence students' anxiety during their English-speaking practice.

1.4 Research Significant

The significance of this study gives information to the readers about some benefits and hope the results of this study are anticipated to be an understanding for :

1. For Learners

As this current research aims to explore to the extent to which students' experience anxiety during their English-speaking practice and to explore the contributing factors causing students' anxiety.

2. For Teacher

As this current research seeks to investigate the extent to which students experience anxiety during their English-speaking practice and to explore the contributing factors causing students' anxiety, it is expected to add some solutions and practical strategies for the teacher.

3. For Researcher

Researchers hope that this research can become a reference for future researchers.

1.5 Scope and Limitation of the Study

In line with the identification of the problem stated above, the researcher limits the problem of this research. This research focuses on students' speaking anxiety in eighth-grade students, a total of 30 students at a junior high school in Malang for the 2022/2023 academic year. So, the researcher aims to understand both the prevalence of speaking anxiety among students and the factors contributing to the anxiety experienced when speaking English. The researcher's limitation in conducting research was choosing SMP Wahid Hasyim Malang because researchers had taught at the school. Researchers were unable to conduct research directly, as a result, the research was carried out online due to time constraints.

1.6 Definition of the Key Term

The researchers present some key terms as follows:



1. *Speaking anxiety* refers to the negative reactions, feelings of nervousness, and discomfort that occur in eight-grades students' junior high school level
2. *Speaking anxiety analysis* refers to the assessment of the extent to which participants feel anxious in English-speaking classes by using the Foreign Language Classroom Anxiety Scale (FLCAS).



CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter will be discussed two parts, the first is a conclusion and the second is the conclusions expressed by the researcher.

5.1 Conclusion

Speaking is a productive skill in oral communication that humans use to express ideas, feelings, and emotions in interacting with other people, as well as conveying information or messages. Apart from that, students who will speak in class feel afraid, anxious, worried, panicked, etc. Anxiety is a person's feeling of anxiety when the teacher asks them to speak up in class. This is related to tension, nervousness, worry, and fear about something. something bad will happen in speaking EFL. Three factors make students' anxious about speaking in front of the class; communication concerns, anxiety, and fear of negative evaluation.

To complete the above statement, researchers conducted survey research at Wahid Hasyim Middle School Malang to see what factors influence students' speaking anxiety in second-grade students at Wahid Hasyim Middle School Malang in the 2022/2023 academic year. In obtaining data, researchers used an instrument in the form of a questionnaire. The questionnaire has 33 items. All instruments are given and worked on by students who are participants.

Drawing from the research findings, the researcher has formulated conclusions. The survey results provide insights into the levels of student speaking anxiety and the contributing factors influencing speaking anxiety by students at

Wahid Hasyim Junior High School in Malang. From the results of all instruments, this study found 22 students felt worried, 1 student felt very anxious, and 7 students felt a bit anxious. The researcher also found three factors that influence students' anxiety in English-speaking practice in front of the class. The factors identified include communication apprehension, test anxiety, and fear of negative evaluation. However, predominant factor that contributing students' speaking anxiety is the fear of negative evaluation (FNE), which shows result of 49.5%. In conclusion, English-speaking anxiety is a significant phenomenon among second-grade students of junior high schools in Malang, Indonesia, and has several different causes.

5.2 Suggestion

Based on the research findings and conclusion, several suggestions are made for teachers, students, and the future research.

1. For Learners

As this current research aims to explore to the extent to which students' experience anxiety during their English-speaking practice and to explore the contributing factors causing students' anxiety.

2. For Teacher

As this current research seeks to investigate the extent to which students experience anxiety during their English-speaking practice and to explore the contributing factors causing students' anxiety, it is expected to add some solutions and practical strategies for the teacher.

3. For Researcher

The researchers hope that this research has potential to serve as a valuable reference for future researchers.

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