



**JUNIOR HIGH SCHOOL STUDENTS SPEAKING ANXIETY  
IN LEARNING ENGLISH**

***SKRIPSI***

**BY**

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**2023**

## ABSTRAK

**Puji R**, Amelia. 2023. Kecemasan Berbicara Siswa SMP Dalam Pembelajaran Bahasa Inggris. Skripsi, Jurusan Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Islam Malang. Pembimbing I : Dzul Fikri, S.S, M.Pd ; Pembimbing II : Dr. Kurniasih, S.Pd., M.A.

**Kata kunci:** Kecemasan Berbicara, Berbicara Bahasa Inggris, Siswa EFL

Penelitian ini dilakukan untuk mengetahui tingkat kecemasan berbicara pada siswa dan mengapa siswa merasa cemas ketika belajar berbicara di kelas bahasa Inggris. Partisipan dalam penelitian ini adalah siswa kelas VIII SMP di beberapa sekolah di Indonesia. Peserta terdiri dari 41 siswa kelas 8 (VIII). Pengumpulan data dilakukan dengan menggunakan metode penelitian survei kuantitatif. Instrumen dalam penelitian ini menggunakan kuesioner Foreign Language Classroom Anxiety Scale (FLCAS) yang diadaptasi dari Horwitz dan Cope (1986). Hasilnya menunjukkan bahwa siswa SMP mengalami kecemasan dalam berbagai tingkatan. Tingkat kecemasan berbicara siswa SMP yang dominan berada pada tingkat kecemasan berbicara. Dari 41 siswa, 16 (39%) siswa mengalami kecemasan, 15 (37%) siswa berada pada tingkat sangat cemas, 8 (19%) siswa mengalami kecemasan ringan, 2 (5%) siswa santai, dan tidak ada satupun (0%) siswa berada pada tingkat sangat santai. Berdasarkan faktor-faktor yang membuat siswa gugup ketika belajar bahasa Inggris, dapat disimpulkan bahwa siswa kelas 8 mengalami kecemasan dengan skor tertinggi 3,82 tentang Takut Evaluasi Negatif. Artinya, ketika mereka merasa takut tentang bagaimana teman-temannya menilai kemampuan bicarannya, mereka khawatir akan dievaluasi secara negatif. Kemudian tertinggi kedua pada Test Anxiety dengan mean 3,65. Artinya, siswa mengalami kecemasan jika gagal dalam tes bahasa. Selanjutnya nilai rata-rata terendah sebesar 3,58 adalah Communication Apprehension yaitu mereka tidak dapat memahami secara utuh apa yang dikatakan atau dikoreksi oleh guru.

## ABSTRACT

**Puji R, Amelia.** 2023. Junior High School *Students' Speaking Anxiety In Learning English*. Skripsi, English Education Department Faculty of Teacher Training and Education Islamic University of Malang. Advisor I: Dzul Fikri, S.S, M.Pd ; Advisor II: Dr. Kurniasih, S.Pd., M.A.

**Key words:** Speaking Anxiety, English Speaking, EFL Students

This study was conducted to find out the level of speaking anxiety in students and why students are anxious when learning speaking in English class. The participants in this study were eighth graders of junior high schools in several schools in Indonesia. Participants consisted of 41 grade 8 (VIII) students. The data was collected by using quantitative survey research method. The instrument in this study used the Foreign Language Classroom Anxiety Scale (FLCAS) questionnaire adapted from Horwitz and Cope (1986). The results show that junior high school students experience anxiety at various levels. The dominant level of speaking anxiety by Junior High School learners was in anxious level of speaking anxiety. Of the 41 students, 16 (39%) students were anxious, 15 (37%) students were at the very anxious level, 8 (19%) students were mildly anxious, 2 (5%) students relaxed, and none (0% ) of the students were at the very relaxed level. Based on factors that make students nervous when learning English, it can be concluded that grade 8 students are anxious with the highest score of 3.82 concerning about Fear of Negatif Evaluation. It means, when they feel afraid about how if their peers will judge their speaking ability, they are worried about being negatively evaluated. Then, the second highest is about Test Anxiety with a mean of 3.65. It means, students experience anxiety if they fail in the language test. Furthermore, the lowest average score of 3.58 is Communiatiom Apprehension about they cannot fully understand what is said or corrected by the teacher.

## CHAPTER 1

### INTRODUCTION

General explanations of the topics the researcher will cover in this study are provided in this chapter. This chapter consists of (1) background of study, (2) research question, (3) objective of study, (4) significance of study, (5) scope and limitation of the study, and (6) definition of key terms.

#### 1.1 Background of Study

Students have been learning English for years, but at this time many students still cannot speak English confidently and clearly. This is supported by Brown & Yule (1983) claim that the spoken language production is the most challenging parts of language acquiring. When studying English, numerous students have a tendency to remain quiet and simply absorb the information conveyed by the teacher. They lack the desire to engage in conversation with one another or with their educators. If students find themselves in such a situation, they may not be able to communicate proficiently. These situation about of anxiety experienced by students.

Anxiety is a feeling of tension, apprehension, and nervousness associated with the situation of the respective language learning (Horwitz et al., 1986). Anxiety is a sensation of apprehension regarding something that is going to occur or a mental occurrence that takes place within the human body. Anxiety is not just a feeling inside the body, but it has been observed that anxiety is caused by some

causes outside the human body. Indicators of anxiety can be found in body language or verbal expression. Experiencing unease, panicky, fearful, stuttering or tense is a simple sign of anxiety as a clear indication of anxiety. Numerous students appear distressed, concerned, and apprehensive about being mocked, which is one of the primary origins of anxiety (Perkasa et al., 2022). (Santoso & Perodin, 2021) argue the main reason for the participants' anxiety while speaking was their worry about being accurate and using correct grammar.. Research conducted by Perkasa et al. (2022) found that effects of classroom anxiety on English learners causing negative thoughts, emotions, and feelings.

Negative anxiety reactions, tend to attract an anxious student tends from speaking activities. This happens because anxiety can cause students to struggle with comprehending and expressing themselves using oral communication (Horwitz et al., 1986). According to Dewi et al., (2020), speaking abilities and listening abilities are strongly associated since during contact, The ability to comprehend language and grammar, recognize sounds, and understand information are all skills that students need to develop. Mahdalena and Muslem (2021) contend that the ability to effectively learn speaking is not solely affected by cognitive factors, but also by factors relating to effectiveness.

Many researchers have carried out investigations on the fear of speaking in a classroom setting. A research on anxiety at students of senior high school was carried out by Hasanah, Marafad, and Kammaluddin (2019). The results of this study show that some things make pupil feel anxious when speaking English :

mocked by peers, the teacher's personality, the difficulty of the English language, limited vocabulary, incomprehensible input, and overwhelming study materials.

Second study from K & Alamelu (2020) conducted research with the results shows discovered several factors that affect the art and science students. These factors are closely linked to the students themselves and the findings reveal various aspects of speaking anxiety. According to the fifty participants, the main factors causing anxiety are related to language, lack of grammar knowledge, pronunciation difficulties, fear of public speaking, lack of confidence, shyness, and peer influence.

In a similar study, Damayanti & Listyani (2020) from a private institution in Central Java, Indonesia, confirmed that which makes students anxious is a deficiency in vocabulary, undervaluing their own capabilities, insufficient preparation, afraid of gain errors, and concern about getting humiliated in front of their peers. These factors also contribute to students' apprehension when it comes to speaking.

From several studies that have been done, Anxiety is one the factor that most influences the activity of speaking English as a second language. Self-anxiety is assessed to be able to hinder students' speaking ability. So, the goal of this study is to investigate what factors of anxiety when communicating in a foreign language. However, these studies have focused on senior high school and university education. The gaps in the existing literature suggest that junior high schools rarely receive attention. Thus, this study was carried out to fill a gap in previous studies that intended to investigate the level and causes of speaking

anxiety in middle school students' in some Indonesia schools. The researcher wanted to formulate the level and factor that students experienced about anxiety in speaking based on the previous background. In particular, it aimed to determine what factors might contribute to anxiety in the context of learning to speak English, focusing on the learners. Additional investigation into the anxiety related to speaking is necessary as a way to improve the English language acquisition of EFL students. The findings of this research can also help teachers' understanding of this occurrence, enabling them to enhance their instructional methods to alleviate students' fear of speaking. They can also employ suitable strategies and methodologies in teaching oral communication to decrease student apprehension in the classroom.

In order to further research, the researcher is interested in examining “Students' Speaking Anxiety in Learning English in Some Junior High School Learners” for his study.

## 1.2 Research Question

With regard to the background above, the author develops the following research question:

1. What is the level of speaking anxiety in learning English in some Junior High School learners?
2. What are the contributing factors that cause speaking anxiety in some Junior High School learners?

### 1.3 Objective of Study

There are several goals from this study, namely:

1. Knowing what levels of speaking anxiety in learning English in some Junior High School learners.
2. Knowing what factors can cause anxiety in some Junior High School learners.

### 1.4 Significance of Study

Research on anxiety in EFL settings is critical;

1. For teachers

A teacher can choose an approach that is comfortable for students and the right strategy in teaching and learning process to reduce or minimize anxiety in their class. So, that the teacher can determine the right solution for the handle issue to minimize and cope the anxiety.

2. For students

The researcher expects that this study will be helpful for students in understanding their personal characteristics when they learn and are involved in speaking English class.

### 1.5 The Scope and Limitation of the Study

This study focuses on the level of anxiety that students' feel and factor that affects their learning of English especially speaking, based on feels experienced by middle school learners.



The questionnaire is the only instrument for data collection used in this study. Qualitative data, such as discussion forums or interviews, might have offered more in-depth understanding of participants' activities. Apart from that, the researcher had problems when choosing for participants, due to limited access to participants. So, the researcher only got 41 students.

### 1.6 Definition of Key Terms

To avoid prevent misunderstanding and confusion information about this study, the author will explain key terms in chapter I as follows:

#### 1. Speaking

Speaking involves pronouncing words in order to express what needs to be spoken, whether it's feelings, thoughts, or ideas. In the "people think about something" material, where students are trained to learn how to express opinions, students are asked to give their opinions about certain people and objects in the class. Then, students give their opinion about someone or something in the class in English.

#### 2. Anxiety

Anxiety is a profound, excessive, and persistent feeling of apprehension about everyday situation. Anxiety is a worried emotion that learners undergo in a scenario of communicating in a different language, like unease, embarrassment, and dread of committing an error while speaking in public.

## CHAPTER V

### CONCLUSION AND SUGGESTION

Based on the findings and discussion for the data analysis, this chapter gave the conclusion and suggestions.

#### 5.1 Conclusion

The aims of this study is to identify speaking anxiety level and factor of students in 8 grade of junior high school from various Indonesian schools. Firstly, according to the preceding chapter's findings and discussion, most of the students admitted that they were getting anxious in speaking English. Junior high school students experience anxiety at various levels. The dominant level of speaking anxiety by Junior High School learners was in anxious level of speaking anxiety. The percentage of students' response was also categorized into five type levels of anxiety. Of the 41 students, 16 (39%) students were anxious, 15 (37%) students were at the very anxious level, 8 (19%) students were mildly Anxious, 2 (5%) students relaxed, and not one (0%) of the students were very relaxed level. Student response the FLCAS questionnaire proved that almost all students answered that they felt anxiety when learning to communicate in English. Therefore, it is important to control the level of speaking anxiety because it can hinder students' speaking performance.

Secondly, based on factors that make students nervous when learning English, it is possible to conclude that grade 8 students are anxious with the

highest score of 3.82 concerning about Fear of Negatif Evaluation. It means, when they feel afraid about how if their peers will judge their speaking ability, they are worried about being negatively evaluated. Then, the second highest is about Test Anxiety with a mean of 3.65. It means, students experience anxiety if they fail in the language test. Furthermore, the lowest average score of 3.58 is Communication Apprehension about they cannot fully understand what is said or corrected by the teacher.

## 5.2 Suggestion

From the conclusion provided above, the author wishes to give suggestion to:

### 1. Teachers

Teachers need to know the level of student anxiety from the start, so they can take good care of it during the learning process. Teachers must be able to understand and have a sense of sensitivity to the conditions of their students, because all activities are regulated by the teacher, including being able to detect anxiety problems that students experience. Then, they can adjust the learning styles of students in class to overcome anxiety by designing activities and learning models according to the needs of their students, so that students' difficulties can be resolved properly. Furthermore, teachers must also provide understanding to their students if making fun of, laughing at, criticizing other people or classmates is not a good deed. And finally, teachers need to create an English learning

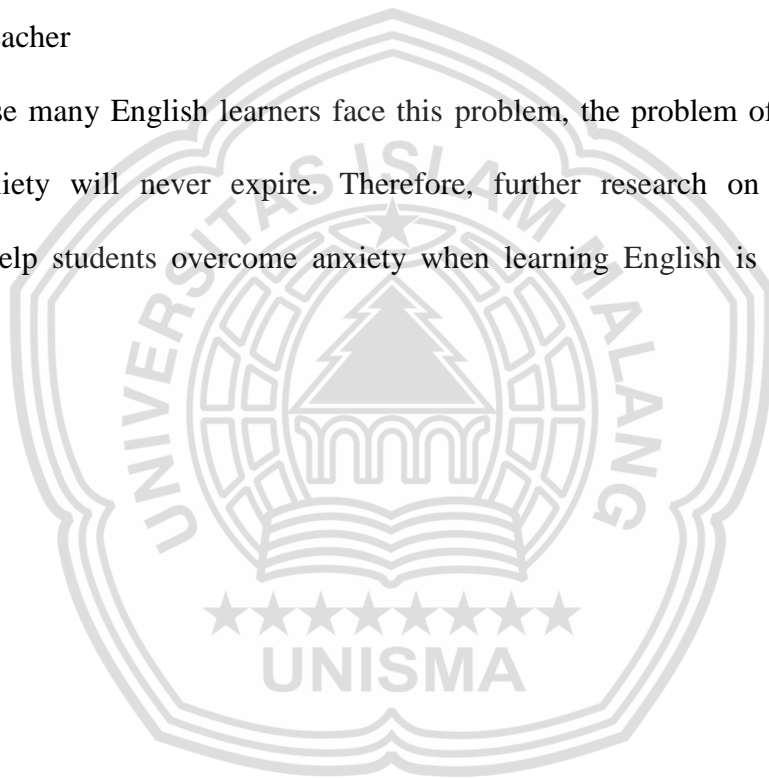
experience that is conducive, comfortable, and enjoyable so that they can minimize their anxiety.

## 2. Students

Students should not mock and laugh at their friends if their friends make mistakes. Instead, students must be able to work together to create a comfortable classroom atmosphere.

## 3. Future reseacher

Because many English learners face this problem, the problem of foreign language anxiety will never expire. Therefore, further research on specific methods to help students overcome anxiety when learning English is urgently needed.



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