AN ANALYSIS OF STUDENTS' ANXIETY IN SPEAKING ENGLISH AT JUNIOR HIGH SCHOOL IN BANJARMASIN

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ABSTRACT

This research used Interviewing Study. The researcher chose the eighth class which consists 5 students 3 female students and 2 male students in SMP Negeri 23 Banjarmasin. In collecting the data, the researcher used interview. The researcher used three major phases of the data analysis, they were: data reduction, data display and conclusion drawing verification. From the data analysis, the researcher found kinds of students' speaking anxiety at the Eighth class on SMP Negeri 23 Banjarmasin there are State Anxiety and Trait Anxiety. Therefore, the researcher found some factors contribute in speaking anxiety they are factors from internal are self negative thinking, students' beliefs about speaking, lack of preparation. Besides that, there are factors from external are incomprehensible input, speaking English in the front of class, family social environment.

Keyword: *kinds of anxiety*, *students junior high school*, *factors of speaking anxiety, interview, speaking anxiety*

INTRODUCTION

Recently, the mastery of more than one language has become a very important aspect. Indonesia is a nation so that will enter the era of globalization. Then needs to master foreign languages is increasingly more high. English is not only used as a language of instruction in the enterprise international but also inside the world of education. To be proficient and master English of course, is not easy because students are required to master four language components speaking, listening, reading, and writing. One of the four components, speaking ability is considered very important because it can be seen and applied immediately to someone speaks English. As stated by Harmer (2007, p.38), Speaking is the skill that the students will be judged upon most in real-life situation. It is an important part of everyday interaction and most often the first impression of a person is based on the students' ability to speak fluently and comprehensibly. (Nunan, 2003, p. 48) that speaking ability is considered more important than skill other because when the communication process with other people we certainly must respond at the same time, in speaking is not able to edit and improve what have said.

One of the reason that make such process learning become difficult is anxiety. Anxiety can be divided such as feeling of tension, worry, and anxiety will impede students' ability to perform successfully in a foreign language classroom. According to Oxford (2011) "Most language research shows a negative relationship between anxiety and performance. Anxiety harms students' performance by way of worry, self-doubt, and reducing participation. According to Ricardo Schutz (2013) Anxious students will have difficulties in following lessons and their speaking. They may learn less and also may not be able to demonstrate what they have learned to practice. for example, when the teacher asks students to practice in front of the class. Some of them thought that if they make mistake, their classmate will laugh at them. So they preferred to be quite. That condition leads the students to feel anxious in classroom and it may influence their speaking ability.

The problems of anxiety in speaking English is interest to discuss because there are rarely to talk about it. So, that is why the researcher wants to explore it. The researcher wants to focus on analyzing the factor and kinds that affect students' anxiety in speaking English at SMP Negeri 23 Banjarmasin. For this reason, this study is entitled **"**An Analysis of Students' Anxiety in Speaking English at Junior High School in Banjarmasin".

METHOD

Research Design

This research is interview study. According to Oakley (1981), qualitative interview is a type of framework in which the practices and standards be not only recorded, but also achieved, challenged and as well as reinforced. As no research interview lacks structure most of the qualitative research interviews are either semi- structured, lightly structured or in-depth. Unstructured interviews are generally suggested in conducting long-term field work and allow respondents to let them express in their own ways and pace, with minimal hold on respondents' responses.

Participants and Setting

The participants of this research are 5 students of 8th grade of SMP Negeri 23 Banjarmasin chosen by the English teacher in that school. The participants are 3 female students and 2 male student.The setting of this research in SMP Negeri 23 Banjarmasin located at jl harmoni komp. Bumi Raya Permai I No. 37 pekapuran raya, Banjarmasin Timur, Banjarmasin Kalimantan Selatan. It was held on June-July 2020.

Technique of Data Collecting

Interview is kind of verbal communications, which aims to obtain information. Interview is collection tool information by asking a number of questions orally to be answered orally also. A research interview involves an interviewer who coordinates the process of the conversation and ask question, an interviewer who responses to those questions. In this research, the researcher gives interview to students about speaking anxiety in class most in learning in speaking skill. In-depth interview is a process to obtain information for the purpose of research by face questioning between the interviewer and informant or interviewer. The researcher asked permission to did her research in the school. After the teacher approved her proposal, the teacher gave the number telephone the students or the participant on this research. The researcher introduce herself and explained her purpose. And then, the students are willing to do interview with the researcher. During the initial process with the students, the researcher explained the nature of the study and that all interviews would be conducted in *Bahasa,* students' first language, to elicit answers without limiting or inhibiting the students. The researcher used Interview Online by chat via WhatsApp Application. The researcher interview the students interchangeably which one student one day with average time one hour. During interviews, a series of prompt questions will be asked to follow up they responses.

Data Analysis

1. Data Reduction

    According to Miles, data reduction refers to process of selecting, focusing, abstracting and transforming the data. This case, the researcher selected the data interview from the students. Then, this summary analyze to see the important information, group the data, and selected the data are need and arrange the data to the proper format, so it can give meaningful result and conclusion.

2. Data Display

    This phase provides an organized and composed assembly of information that permits for conclusion drawing. The researcher displayed the data that have been reduced in older to facilitate for data interpretation. It display in a table with the basic categories such as kinds of anxiety and factors contribute to language anxiety.

3. Conclusion Drawing and Verification

    Conclusion drawing involves stepping back to consider what analyzed data mean and to assess their implication for the research question. In this phase, the writer drew meaning from the data in a display. Verification is linked to conclusion drawing, entails revising the data as many times as a necessary to cross-check verifies these emergent conclusion. Verification refers to the process which is able to explain the answer of research questions and research objectives.

FINDINGS

1. **Kinds of Anxiety in Speaking at the class**

    State Anxiety

    a). Most of the participants faced state anxiety, State anxiety is temporary feeling of anxiety elicited by a threatening situation. It was proved by 4th participant said in the interview " *I feel anxiety when I faced the certain situations like when i told to speaking in English or make a dialogue without any preparation but its just temporary.*". Also the 5th participant said "*because I feel less confident. I get nervous when I told to come forward to speak or read English only. If i told to answer I am a little nervous also afraid if I am wrong. so its just temporary. If nothing happens, I don't feel anxiety*" State anxiety refers to anxiety that occurs in a specific situation and usually has a clean trigger.

    State anxiety is transitory emotional state or condition of the human organism that is characterized by subjective, consciously perceived feeling of tension and apprehension and heightened automic nervous system activity. It was proved by 2nd participant said in the interview "*In my opinion, this is a type of state anxiety, because my anxiety is still a normal level and only worries when I feel depressed, such as feeling less confident, nervous, and so on.*". It is anxiousness or tension at a particular moment in response to some external stimulus. This type of anxiety arises in a particular situation or in stressful event and hence is not permanent. In other words, it is a situational anxious feeling that disappears when threatening situation goes away. It means that state anxiety is an anxious feeling that felt by the students

only when they face a specific situation and in a short time.

b). Trait Anxiety

Trait anxiety is kind of anxiety which is come from the body of person and it is nature in their body. The student with trait anxiety always feel anxious when they have a problem, especially a problem related to their emotional security. The student with trait anxiety has condition where the anxiousness is an inherent aspect of the personality which is exhibited in a variety of situation even it is not dangerous. It was proved by the 3rd participant said in the interview "*now I am increasingly depressed when speaking English, and that affected my personality I feel more less confident and my anxious is bigger than before*". The students with trait anxiety tend to worry more than most people and feel inappropriately threatened by several things in the environment.

2. The Factors contribute Anxiety in Speaking English

a. Factors from the Internal

1). Self Negative Thinking

Factors that played great role in contributing the participants into anxious feeling is unsupportive manner such as ridicule by peers or teacher. They all thought that people in their classroom will laugh at them if they make a mistake. In other words they all were very concerned about being laughed at by others or making fool of themselves in public. It was proved by the 5th participant said in the interview "*if I pronounce the English word wrong and embarrassed if my friends corrects directly, I often fear if laughed at by other students*"
Also 2nd participant said in the interview "*I fear of making mistakes when speaking English so that I am not confident when speaking in class in front of friends and teacher*"

2). Students' beliefs about speaking

Certain beliefs were also found as factor a that contribute to students' anxiety. The interview revealed that English has gained reputation as notorious lesson. Many of the participants felt that speaking English was a difficult subject. It was proved by 3rd participants said in the interview "*when I speak English I am very distressed and not too fluent and do not remember the material learned and also in terms of memorizing vocabulary, because the vocabulary in English is increasingly growing so for me its hard to study english*"

They often think that they just cannot speak correctly or understand the lesson. They also felt less competent than other students. 2nd participants said in the interview "*I am afraid of making mistakes when speaking English so that arises self-confidence when speaking in class in front of friends and teachers.*"

Also the 1st participant said "*I don't advance too often in front of the class, I'm not comfortable being the center of attention, and i am not confident. Because yes I can't speak English it's hard so I'm often nervous when talking in English.*" They kept thinking that other students were better way than them. In other words they had a low self esteem.

3). Lack of preparation

The findings indicated the lack of preparation was also factors that contribute to the students' anxiety. Few admitted that they usually get very anxious when they did not prepare enough for test or speaking practice. One blamed himself for get so much worried because he was studying less. It was proved by the 3rd participant said in the interview "*i were less prepared and not too accustomed to speaking English and wrongly talking about the material being studied*". Also the 4th participant said in the interview "*because i still don't master the vocabulary so I am worried if i asked to speak English without a book*". Factors from the External 1). Incomprehensible input

According to the participants, unclear explanation may also contribute to their anxiety in speaking English. The interview indicated that most of the participant get so bothered when they do not understand a lesson. They told that they started to feel uneasy when they do not understand what teacher said. Some of them added that they fear they would not understand all the language input which simply increased the probability of their failure. It was proved by the 1st participant said in the interview "*when the teacher speak in English sometimes I do not understand what the teacher said because I less mastered in vocabulary*".

2). Speaking English in the front of class

Most of the participants responded that they were very concerned about having to speak in front of the class. They frequently answered that they started to worry when their teacher asked them to speak in front of the class. So, some of the participants confessed that they felt uneasy because all of the students pay attention to them. It was proved by 5th participant said "*I rarely come to the front of the class, so I'm nervous when asked to speak English, and also I'm not confident. Because i can't speak English*".

Also the 4th said in the interview "*I am the type of person who is not too confident to appear in front of the class and speak in front of a crowd. And when I am told to speak in*

front of class or appear in public I feel very nervous, awkward, and anxious because I am afraid of being teased when I am wrong, when I appear in front of a class or in front of a large crowd".

They fear of being negatively evaluated by both teacher and peers which can expose their inadequacies. Furthermore, they thought it might happen because of their limited vocabulary and grammatical knowledge. It was proved by 1st participant they said it in the interview *"I was afraid to say the wrong thing because I didn't really know English so I was often afraid of being laughed by the others, I was embarrassed if I was wrong. Also, I don't advance too often in front of the class, I'm not comfortable being the center of attention, and i am not confident. Because yes I can't speak English it's hard so I'm often nervous when talking in English"*

3). Family social environment.

This environment greatly affects learning activities. Family tensions, parental attributes, family demography (house location), family management, all can have an impact on student learning activities. Relationships between family members, parents, children, siblings, or harmonious siblings will help students learn well. 1st and 5th said *"when I am stay in the home, no one my family members are speaking in English they usually talk with mother language so I still not fluent when speaking English.*

DISCUSSIONS

Based on the result of interview above, the students faced state Anxiety and Trait Anxiety. the researcher found that the students got nervous when the teacher asked them suddenly to spoke. They got nervous because they had not preparation before. It was made the students panic and did not know what would they talked. According to ormrod (2011) A person who experienced a state anxiety is more likely to feel stress and nervousness or unable to confront any event. In such moments, the person may feel nervous and can easily react to external stimuli. It means that state anxiety is an anxious feeling that felt by the people only when they face a specific situation and in a short time.

According to Thomas (2007) trait anxiety is a type of anxiety where a subject is usually disturbing in many things. In this case, someone with trait anxiety experiences anxious in each time. This kind of the anxiety can be a character of a person. People with trait anxiety tend to worry more than most people and whatever the situation a person will remain affected by his character.

Several factors that possibly contribute to the students' anxiety in their English class. It also indicated that those factors were not only come from teacher but also the students and from their environment. Sometimes, the

students do not understand what said or the meaning by their teacher. Moreover, some of the participants confessed that they felt uneasy because all of the students pay attention to them. They fear of being negatively evaluated by both teacher and peers which can expose their inadequacies. Furthermore, they thought it might happen because of their limited vocabulary and grammatical knowledge. Price (1991) found that anxious students believed their language skill were weaker than any other students. And that unsuccessful language learner often have lower self-esteem than successful language learner. Similar result was found by Marwan (2007) that lack of confidence is one of the primary causes of students' anxiety.

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