

AN ANALYSIS OF SEVENTH GRADE STUDENT'S ANXIETY IN SPEAKING ENGLISH AT SMP DAAN MOGOT JATIUWUNG TANGERANG

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ABSTRACT

The objective of this study was to determine what causes students' anxiety about students' English speaking skills. In this study, researchers used qualitative research. For collecting and retrieving research data the researcher using questionnaire, interviews and observations. Researchers involve teachers and students. The researchers take samples in class VII. A where the researcher only took 10 students to be sampled. In this research the researchers conduct classroom observations and provide questionnaire in which students must answer from the 25 questions. The researcher also interviewed one of the English teachers who taught in the class. Here, the researchers used FLCAS to recap the results of the student's questionnaire. In the FLACS questionnaire, the researcher has found the similarities from what the teacher had said in the interview. The students were always anxious in the situations such as; when their names were called by the teacher, when they could not understand what the teacher has said, when they were asked to talk English in the classroom, when they think they will be the laugh stock of their friends as they speak in English. From the FLCAS questionnaire have also supported the findings from the observation. From the questionnaire, some of the students' respond toward the items showed that they would be the most anxious when they were asked to perform speaking task.

Keywords : Student's Anxiety, Speaking skill, Speaking task

INTRODUCTION

English is one of international languages and foreign language for Indonesian. Although English is not the native language in Indonesia, English is often used by some people to do their activities. The need for English is becoming bigger not to mention the government regulation about the competence of English language that must be mastered by student, the competence is as followed: reading, listening and writing. It becomes a burden for students and teachers to make English much better and bigger.

Speaking in English is one of the most important skills to be mastered because it is a tool for people to convey their idea in English. Speaking is interacting indirectly to convey the information, idea and etc. Nonetheless, the researchers found there are some problems that cause their low

performance in speaking such as; the students did not have willingness to speak English in front of the class, they are lack of strong confidence, they are anxious when they communicate in English.

Based on 3 factors above, anxiety has the most influencing effect on their performance. Anxiety is one's feeling that growth when someone feels nervous so that anxiety arises and haunts. Anxiety is one of the biggest problems faced by the students when they are learning or trying to perform a task such as speaking.

Based on the researchers' observation, some students of SMP Daan Mogot Jatiuwung Tangerang failed to show their best performance in completing the speaking tasks given by their teacher. Anxiety has always been neglected in teaching and learning process. Teacher in the classroom often ignored this because they focus on the final output of the learning. A hindrance such as anxiety has become a common problem for either the teacher or the students that most people do not think of it as a very serious problems. While in fact, anxiety itself has huge impact on students' performance in completing the tasks given by the teacher.

However, only a few researchers have written about relationship anxiety and speaking ability. Based on Anandasari's research (2015) show three causes of foreign language anxiety: fear, shyness, and discomfort. The results also demonstrate that self-reflections helped the students deal with foreign language anxiety because they helped the students identify their strengths and weaknesses, conduct problem solving, and increase confidence. Meanwhile, Abrar (2017) explore the model for predicting speaking anxiety based on gender, proficiency and class type. The result of his research show here are two factors in learners' speaking anxiety, but they are difficult to name as a result of overlapping variables in each component. With regards to a multiple linear regression test, the finding shows that proficiency variable is the most significant factor for predicting the variation in speaking anxiety.

Definition of Speaking

Speaking skill in English is one of the important component in mastering English language. It usually becomes priority in many language learning because many people consider it as the most difficult skill to learn. As Richard (2008) said "The mastery of speaking skills in English is a priority for many second-language or foreign-language learners" (p.19). In addition, Speaking is one process to give information more clearly. According to Cameron (2001) speaking is the active of language to use express the meanings in order to get the response from listener. Therefore,

speaking is a person's activity in order to understand what people are thinking. Similarly, Richard (2008) described that speaking means a way of getting something done, exploring ideas, and working out some aspects of the world.

In conclusion, speaking is one of the priorities in mastering English because it can convey or describe information and ideas so that others can understand and give responses. Having speaking ability, everyone can communicate effectively and show the others their thought and goals, intention. Unfortunately, anxiety is one of the problems that faced by students to perform their task in speaking skill.

Definition of Anxiety

Many people have encounters anxiety in various demanding and stressful situation. In term of learning, anxiety may occur to the students who are trying to accomplish some tasks given by the teachers. In addition, it also always occurs to the students who are learning English language in the classroom. Experts such as Ronald, Khan, and Adamec (2008) claimed anxiety is an unpleasant feeling of generalized fear and apprehension, often of unknown origin, accompanied by physiological symptoms. This feeling may be triggered by the anticipation of danger, either from thoughts (internal) or from one's environment (external) (p. 50).

Moreover, Hilgard, Atkinson, & Atkinson (1971) said "anxiety is a psychological construct, commonly described by psychologists as a state of apprehension, vague fear that is only indirectly associated with an object" (Hashemi, 2011). It means the fear of someone who is indirectly experienced by certain circumstances. Meanwhile, Cohen (1990) and Oxford & Nyikos (1989) studied the effect of anxiety on learning from instruction (Wan Salim et al 2017)

Anxiety starts to interfere with learning process during the input stage. The existence of anxiety at this stage distracts the learners from learning new words, phrases and grammar. At the output stage, anxiety continues to hinder learners from processing the received input and thus, greatly affecting learners' ability to communicate. The learners might know the answer or the right word may be at the tip of the tongue, but the presence of anxiety prevents it from being put forward. Hence, the output is rendered very minimal and the learners' motivation to learn the language will negatively be affected.

Horwitz, (2001) said when it is associated with learning a foreign language, it is termed as second or foreign language anxiety (Zdena Král'ová, 2016, p.4). Huang (2012) stated that this type of anxiety is intrigued by a specific situation or event over time, such as taking a test, public speaking, class participation, talking with a foreigner in a foreign language, solving physical problem. According to Woodrow (2008), most language learning anxiety research has focused on a one dimensional domain anxiety. Additionally, (Horwitz, Horwitz and Cope 1986; Aida 1994; Phillips 1992) said that most of this foreign language anxiety or situation-specific anxiety occurs in the classroom setting (Woodrow, 2008, p. 310).

Anxiety will have different effects on the students depending on the anxious they have; the higher the anxiety that the students experience, the lower the performance in the speaking. Similarly, the lower the anxiety that the students have experienced, the better the performance. Imura (2004) said when learners experience moderate anxiety, they may skip classes, never volunteer, neglect to turn in homework, avoid speaking in class, respond in a barely audible whisper, or sit in the back of the classroom to minimize the humiliation or embarrassment of being called upon to speak (p.175)

From the definition above, it can be inferred that anxiety is an unpleasant feeling that can be triggered from internal thoughts or external environment. Consequently, it can be said that internal thoughts may be in the form of low self-esteem, unpreparedness, or fear, while the external environment may be in the form of speaking in public. Anxiety can prevent the learners to be brave and loss their concertation in speaking English. the students who suffered from anxiety in speaking will have skip classes, never volunteer, refues to turn in homework, avoid speaking in class, respond in a barely audible whisper, or sit in the back of the classroom to minimize the humiliation or embarrassment of being called upon to speak English.

RESEARCH METHOD

This research uses qualitative as its approach. Fraenkel, Wallen, and Yun (2012) said that qualitative approach investigates the quality of relationships, activities, situations, or materials. In line with this, Jacob and Sorensen (2010) defined qualitative researchers seek to understand a phenomenon by focusing on the total picture rather than breaking it down into variables. From the explanation above, the researcher will use the qualitative approach and descriptive study as the

method. It means that the researcher will provide descriptive analysis on the students' speaking anxiety.

The primary data are the English teacher and 10 students of the seventh grade at SMP Daan Mogot Jatiuwung, Tangerang. The students are chosen purposively in order to help the researcher gets the information the researchers need. The data are obtained by having interview, classroom observation and The instrument for the questionnaire is adapted from Horwitz (1986) FLCAS (Foreign Language Classroom Anxiety Scale). It has 33 statements, the researchers only give 25 statements to the students due to the effectiveness of the research.

RESEARCH FINDINGS AND DISCUSSION

The students were asked to answer about their anxiety in speaking task in questionnaire and have to answer 5 choices : Strongly disagree, disagree, not sure, agree and strongly agree. The result of questionnaire statements are illustrated in paragraph and divided into 5 parts.

From the questionnaire, in the statement 1 : I never feel quite sure of myself when I am speaking English in my English class. the researcher found that 5 out of the 10 students were always worried when speaking English and 5 students agree with the statement 2 in the questionnaire. Meanwhile, in statement 3, 5 of 10 students agreed that they are very nervous when their names are called in the classroom. One students Strongly agree and 4 students are not sure. In addition in statement 4, 6 students agreed that they were anxious when they did not understand what the teacher said in English. However, despite the anxiety, they tried to focus on the lesson. As stated in statement 5, 5 students out of 10 disagreed with the statement. Another factor that may affect their anxiety was the way they see themselves in mastering English language. They always think their friends are better at them in English.

As stated in statement 6, 5 out 10 students agreed that my friends are much better in speaking English than me. Two of them don't agree with that statement. In statement 7, 4 students answered they weren't worried enough when they were doing the test. Moreover in statement 8, 5 students said they strongly agreed that they were panic when they were ordered to speak in front of the class. In statement 9, 5 students said they were afraid they might fail in English lesson. In statement 10, 5 students said they would forget everything when they were nervous.

In statement 11, majority of them claimed they would not want to raise their hand first to answer the questions in English. Further in statement 12, the 4 students said they were nervous

when they must talk with the native speaker and in statement 13, some of them were alright when corrected by the teacher. In statement 14, 5 students out of 10 agreed that they would still anxious even though they have preparation before. Although, some student feel anxiety in English classroom, only 3 of 10 students who often fell like skipping the English class.

Statement 16, the 4 students said they were not confident to speak in English and 5 of them said they were confident. In statement 18, 6 students said they were very nervous when their name was called by the teacher. Five of students agreed to the statement 19 "The more I study English for tests, the more I feel confused."

Meanwhile in the statement 22, 7 students claimed they were worried and anxious when they were asked to talk in English. This is because they were afraid that their friends will laugh at them as stated in statement 24, 5 them claimed they were worried to be laughed at by their friends. The last statement 25 says " I feel nervous when my teacher asks about things for which I have not prepared an answer." Four students agreed to this statement.

From the findings in the FLACS questionnaire, the researcher has found the similarities from what the teacher had said in the interview. The students were always anxious in the situations such as; when their names were called by the teacher, when they could not understand what the teacher has said, when they were asked to talk English in the classroom, when they think they will be the laugh stock of their friends as they speak in English. All in all, the researcher could conclude that the students were experiencing the anxiety in classroom.

From this observation findings, it is clear that the students would be the most anxious when they must come forward to the class to do presentation or to do speaking task. But, when they return to their seat, they feel relax again and the tense that they had before had already gone. In addition, the findings from the FLCAS questionnaire have also supported the findings from the observation. From the questionnaire, some of the students' respond toward the items showed that they would be the most anxious when they were asked to perform speaking task.

Moreover, when they were asked to perform the task, they would be hesitant, they would avoid their name from being called, they would lose what they have already prepared because they were afraid their friends might laugh at them. In addition, from the questionnaire, the researcher also found that when anxiety attacked them, they would still very nervous even though they have prepared before. The researcher has found also that the students were always anxious when they

were asked to do speaking task. The researcher did the interview with the English teacher to find out the anxiety affect student's speaking performance.

In line with this, as Backer and Maclyntre (2003) said those with higher anxiety and lower perceived competence likely will be less willing to communicate and avoid the communication and when they avoid these behaviors, they keep themselves away from the opportunity to improve their proficiency and experience. Without an improvement in proficiency, it is unlikely that the person will experience a reduction in anxiety or an increase in perceived competence (Imura, 2004, p. 5). This has happened to the seventh grade students of SMP Daan Mogot Jati Uwung, Tangerang. Those moderate anxiety symptoms and their effects on the students have been similar from what the experts have described such as; the students would never volunteer, avoid speaking in class, respond in a barely audible whisper, or sit in the back of the classroom to minimize the humiliation or embarrassment of being called upon to speak.

CONCLUSION

From the findings above, the researcher concluded that the students experienced the situation-specific anxiety. This could be seen from the students' attitude and respond when they were asked to do speaking task. As stated in the findings, majority of the students showed that they would be the most anxious when they were asked to perform speaking task. Moreover, when they were asked to perform the task, they would be hesitant, they would avoid their name from being called, they would lose what they have already prepared because they were afraid their friends might laugh at them. In addition, from the questionnaire, the researcher also found that when anxiety attacked them, they would still very nervous even though they have prepared before.

As stated in the findings, majority of the students showed that they would be the most anxious when they were asked to perform speaking task. Moreover, when they were asked to perform the task, they would be hesitant, they would avoid their name from being called, they would lose what they have already prepared because they were afraid their friends might laugh at them In addition, they would also lose the power to talk even though they have already prepared before coming forward.

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