

**AN ANALYSIS FOREIGN LANGUAGE ENGLISH SPEAKING ANXIETY AT
SMAN 1 KRAMATWATU**

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ABSTRACT

This research aims to identify the factors contributing to speaking anxiety among students and to explore the strategies they employ to overcome this anxiety in the classroom. Utilizing a qualitative descriptive approach, we seek to gain a deeper understanding of these challenges and responses. The subjects in this study were English subject one teacher and four students of 12th grade of SMAN 1 Kramatwatu. The instrument is observation and interview guides. According to Miles & Huberman, the analysis encompasses three concurrent streams of activities: data reduction, data presentation, and conclusion drawing/verification. The findings indicate that several factors contribute to students' anxiety about speaking in the language classroom. These include low English proficiency, a lack of confidence, lack of familiarity with the tasks, fear of making mistakes, and difficulties in understanding the input provided.

Keywords: lack of confidence, low English proficiency, making mistakes, speaking anxiety

INTRODUCTION

According to (Baron, 2020), it describes speaking as an interactive process that involves several stages: the production, reception, and processing of information, all contributing to the creation of meaning. Speaking is how people communicate with one another via language. Speaking is a widespread activity in daily life, and speaking involves contact between the speaker and the listener. People all over the world use speaking to convey information and let others know what they are talking about. Our everyday lives depend heavily on English as a foreign language, which makes it difficult for students to learn and teach, particularly at school where teachers only spend brief sessions with them. It's common for individuals, especially those learning a foreign language in college, to experience feelings of worry or fear when attempting to speak. Among the various language skills, speaking is often the most anxiety-provoking. Several factors contribute to this unease, particularly the fact that English, as a foreign language, is not their mother tongue.

In practice of speaking, the speaker sometimes cannot communicate smoothly.

There are many possible factors which hinder student to success, one of which is an anxiety. (Sari, n.d.) contended that “anxiety is natural and sometimes experienced by everyone” in accordance with this description. Excessive anxiety, however, might occasionally render the victim helpless. Foreign language anxiety is a complicated phenomenon that differs from an individual's assumptions, behavior, sense, and self-perception regarding the use of a foreign language in a classroom (Abrar et al., 2016). Additionally, anxiety is a widespread occurrence experienced by students globally, leading to unsatisfactory academic outcomes (Dawood et al., 2016). Anxiety “has been considered as one of the most important affective factors that influence second language acquisition,” according to Na (2007) noted in (Male, 2018). Additionally, it was shown that students' anxiety levels vary depending on their language proficiency (Marcos-Llinas & Garau, 2009)

(Sato, 2003) asserts that a few things can cause learners to experience anxiety when speaking. Students' fear of making mistakes is the first factor, followed by the fact that spoken exercises in English classes are frequently pointless and unrelated to their everyday lives. Some people thought that if you were well-prepared and practiced, you would have less anxiety when speaking. However, the hypothesis fails to work for some persons in some way. The majority of people experience anxiety when they wish to speak in front of large crowds. According to many who have this worry, practicing and being well prepared are two ways to overcome anxiety. Nonetheless, another study claims that anxiety is a significant factor in students' but according to another study, anxiety is a significant factor in students' learning (Horwitz et al., 1986). He thinks that student achievement may be impacted by speaking anxiety in a particular language. It can affect how well people produce language orally and make them seem less fluent than they actually are.

Based on pre observation result in SMAN 1 Kramatwatu, students will not be able to become successful language learners if they are unwilling to speak English, yet some students, particularly those from SMAN 1 Kramatwatu, expressed fear when speaking the language in class. The difficulties that students had when learning English included a lack of vocabulary in many cases, infrequent speaking practice, and pronunciation difficulties in others. While speaking in front of the class requires confidence, some students experience nervousness when doing so.

Based on (Liu, 2006), there are some causes of reticence (Anxiety to speak English), they are: Firstly, Low English Proficiency that students may think that they are not as good as others while speaking English, feel inadequate when speaking it, and feel inferior to others. Secondly, Familiarity of Task refers to being well-known, frequently heard, knowledgeable, and friendly to something. Students' active engagement in class activities is influenced by their interest, solid understanding, and familiarity with the subject. Thirdly, Lack of Confidence when some students have excellent pronunciation and a high competency level, their lack of courage made them opt to remain quiet. Fourthly, Fear of Making Mistakes when students speak in front of the class, they are terrified of making mistakes and feel embarrassed. The last is Incomprehensible Inputs, when the teacher explains the material in English, students sometimes do not understand English well.

METHOD

Based the explanation above, the researchers interested to study this topic. Therefore, the research question is possible on what factors relates on student' speaking anxiety. This study employed a qualitative research approach, which is appropriate for exploring complex so the data will be presented and analyzed, while qualitative deals with the form of the data. The focus of the qualitative research approach is to comprehend social phenomena from the perspective of the participant or subject. This method emphasizes a thorough comprehension of the experiences, meaning, and context associated with an occurrence. (Nartin et al., 2024) qualitative methods are used to gain deep insights into participants' perspectives, experiences, and the meanings. A purposive sampling technique was used to select participants who could provide rich, in-depth information relevant to the research question. Participants were chosen based on their experiences, knowledge, or roles related to An Analysis Foreign Language English Speaking Anxiety at SMAN 1 Kramatwatu.

The participants in this research comprised the students of SMAN 1 Kramatwatu, specifically focusing on the 12th-grade students. We selected one class, which included a total of 30 students. Given that the overall number of subjects was less than 100, it was deemed more effective to select a sample for the study. Consequently, the researcher included several students from this class as the research sample (Arikunto,

2010).

The data was collected through observation and interview with the teacher and several students at grade 12 student of SMAN 1 Kramatwatu. There are five types of anxiety, each comprising four questions, resulting in a total of 20 questions. To ensure clarity for the sample population, these questions have been translated into Bahasa Indonesia. The researcher were used interview technique, question will be answered clear and detail as is the description we need in each answer. The populations can describe about the question we gave with what their experience and the things their friends experience in their class environment. Below are the blueprint of instruments that used in their research.

Table Blueprint of Instrument

	Indicators	No. Item	Total
Variabel English Speaking Anxiety	a. Low English Proficiency	1, 2, 3, 4	4
	b. Familiarity of Task	5, 6, 7, 8	4
	c. Lack of Confidence	9,10, 11, 12	4
	d. Fear of Making Mistakes	13, 14, 15, 16	4
	e. Incomprehensible Inputs	17, 18, 19, 20	4
	TOTAL		

RESULTS AND DISCUSSIONS

The result of this research are divided into five sections. It consists of low English proficiency, familiarity of task, lack of confidence, fear of making mistakes, and incomprehensible inputs.

a. Low English Proficiency

One of the active skills that primarily encourages students to generate words or thoughts verbally on their own is speaking. Speaking is the verbal production of vocalizations that result in auditory signals that the auditory system receives (Torky, 2006). According to the findings of a study by (Rajitha & Alamelu, 2020), a language barrier is one of the things that prevents students from speaking English fluently; a lack of English proficiency will make them feel anxious or afraid when speaking the language. Most of the students have revealed that they struggle with low English proficiency, with causes anxiety when speaking English. This low proficiency can be attributed to several factors: ineffective teachers, inadequate

curricula, lack of student interest, limited exposure to English outside the classroom, unsupportive parents, poor school systems, and discouragement from peers. Insufficient emphasis on English in earlier education stage makes it hard for students to acquire their English language proficiency skills.

Some of the barriers that cause students' low proficiency are low self-confidence, embarrassment about pronunciation errors and accent differences in language. However, there is no special treatment that can support students who are classified as low English proficiency. From the data taken, it appeared that the teacher only delivered material and gave assignment such as practical, etc only at classroom and did not follow up on students who were classified as low in English proficiency. Ms. Iin as a language subject teacher state.

Teacher: "Jika tidak bisa speaking Bahasa Inggris, maka ketika terdapat tugas dialog siswa harus menghafal dialog tersebut. Jika tidak bisa, maka saya memerintahkan siswa untuk membacanya saja. Agar terbiasa terlebih dahulu dalam vocabulary."

Based on our observations, teachers do not provide special treatment for students who are classified as low in proficiency in English outside of English class hours.

b. Familiarity of Task

Students' preferred task patterns significantly impact their English language proficiency. Engaging in enjoyable learning activities facilitates better absorption of the material. Several students reported that learning English is more effective and enjoyable through the use of songs and interactive learning platforms such as Quizizz and Kahoot. According to the students, variations in school assignments can also improve the quality of students' understanding. So students can enjoy the assignments and the material will effectively delivered by the assignment or exercise. In fact, the familiarity of task will have positive effect on students' speaking skill and improves student accuracy, complexity, and fluency (Yang & Kim, 2020).

c. Lack of Confidence

The observation aimed to assess student activities during their time at school, focusing on the underlying causes of their lack of self-confidence in speaking English. Self-confidence is a mindset characterized by a strong belief in one's abilities. (Neti et al., 2020) states that when a person possesses self-confidence, they experience less anxiety in their actions and feel liberated to pursue their interests. This sense of assurance fosters accountability for their decisions and promotes warmth and politeness in interactions with others. Additionally, self-confident individuals tend to strive for excellence while maintaining an awareness of their strengths and weaknesses. Self-confidence is a very important aspect as it affects the way students interact and face challenges or to achieve goals. A large number of students admit to lacking confidence in their speaking ability, even when they have a good understanding of the subject matter. Despite having sufficient vocabulary and acceptable pronunciation, fear of failure or poor performance keeps them silent during classroom activities. Students' low self-confidence has an impact on their ability to speak English.

d. Fear of Making Mistakes

It is inevitable that students make mistakes and others end themselves laughed at. Students frequently experience pressure due to their subpar performance, which leads to anxiety and a dread of their peers making fun of them. In addition, (Rajitha & Alamelu, 2020), and (Suparlan, 2021) argue that there is a peer factor or fear of making mistakes by students.

Fear of making mistakes was another common factor contributing to anxiety. Students reported that they felt embarrassed about making errors in front of their peers, particularly concerning grammar and pronunciation. This fear caused them to hesitate or completely avoid speaking, waiting until they were explicitly asked by the teacher to contribute. Fear of making mistakes in front of others also contributes significantly to students' anxiety, a concern that is particularly heightened in oral communication. This finding supports the idea that the classroom environment plays a crucial role in language acquisition. If students feel insecure being judge by teacher, they are less likely to take risks in speaking. Instructors could help reduce

this anxiety by fostering a supportive, non-judgmental environment and encouraging a growth mindset where mistakes are viewed as learning opportunities.

e. Incomprehensible Inputs

Some students expressed frustration with incomprehensible inputs during lessons, such as complex reading passages or difficult listening exercises. When students were unable to fully grasp the language input, their ability to produce language and respond to questions was hindered, thus exacerbating their anxiety. According to the students, less explanation can contribute to their anxiety when speaking English. Kyraia as a students of SMAN 1 Kramatwatu states.

Students 1: “ Teachers do not fully use English when teaching in class, ”

Students 2: “ Student learning activities in class are not supported by receptive and productive skills activities, only through the delivery of material. ”

It can be concluded from what (Bahrani, 2013) has put forth in relation to Comprehensible Input and Incomprehensible Input that when an aspect of the language input is comprehensible, the acquisition of the missing structures would not occur. In fact, the incomprehensibility of some aspects of the given language input to the language learners draws their attention to specific. The teacher use books as student learning resources to gain full attention of students for the material. As foreign language learners, students have limitations to understand some of hard material of foreign language. Finally, incomprehensible input also contributes to students' anxiety, as noted in the study. When the input they receive is too advanced or not aligned with their current proficiency level, students struggle to produce language responses. This suggests that teachers need to ensure that input is comprehensible, gradually increasing in complexity as students' proficiency improves.

CONCLUSION

Based on the results of the study, Low English Proficiency means that students may think that they are not as good as others when speaking English. Lack of Familiarity of Task is affected by their interest, strong understanding and familiarity

with the subject. Lack of Confidence when some students have excellent pronunciation and a high level of competence, lack of courage makes them choose to be silent. Fear of Making Mistakes when students speak in front of the class, they are afraid of making mistakes and feel embarrassed. Incomprehensible Input, when the teacher explains the material in English, students sometimes do not understand English well.

Overall, the study at SMAN 1 Kramatwatu reveals that English-speaking anxiety among students is influenced by several interrelated factors, including low proficiency, lack of confidence, fear of making mistakes, familiarity of task, and incomprehensible input. To alleviate these issues, English teachers should focus on fostering a more inclusive and supportive classroom environment. Teachers should also tailor speaking activities to students' proficiency levels and incorporate familiar topics to increase engagement. Developing strategies that build students' confidence and reduce the fear of failure will likely improve their willingness to speak English in the classroom.

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