

THE ANALYSIS OF STUDENT ANXIETY ON SPEAKING PERFORMANCE AT SMAN 8 MAROS

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Abstract: This study aims to describe the types of students' anxiety on speaking performance and the factors that cause students' anxiety on speaking performance. This research was conducted on the eleventh-grade students of SMAN 8 Maros academic year 2023/2024 using a qualitative approach with descriptive qualitative design. The data were collected by questionnaire, and interview. After analyzing the data the researcher found that the types of students' anxiety on speaking performance are Situation-specific Anxiety and Trait Anxiety are the dominant percentages than State Anxiety and the researcher also found the factors caused students' anxiety on speaking performance were Communication Apprehension (students have low intellectual, students also have difficulty with pronunciation and lack of vocabulary), Test Anxiety (students feel anxious during the speaking test because fear of failure, fear of bad grades and affecting the report card), and Fear of Negative Evaluation (students are anxious because they are afraid of being judged, and being laughed at by friends/teacher when they make mistakes).

Keywords: Anxiety, Speaking, Pronunciation, Vocabulary

1. INTRODUCTION

Learning English at this time has been implemented from elementary school to high school, this proves that English lessons are still treated as a support for education in schools as an interest and compulsory subject. As a result, mastery of English is crucial and should be cultivated for Indonesian students since the need to study foreign languages has increased, particularly English, which has become a language that one must understand to live up to the age. English and Indonesian are the languages of instruction in conversations, transactions, negotiations and other social interactions (Rijal et al., 2021). English learning is directed at improving students' ability to communicate in English properly and correctly, both oral and written. There are four basic skills learned in English that is listening, speaking, reading, and writing.

In order to communicate with people directly in using English language is certainly one of the most dominant skill we need that is speaking. Speaking is a major aspect of the language most commonly used by most people (Nurjannah & Sudarwinoto, 2020). Speaking is one of four skills that are commonly present in every language. Speaking is a daily activity by humans to socialize and express their desires and needs. Speaking includes the most dominant communication tool used by the public (Indahyanti & Mursidin, 2017). These four aspects must be possessed by students to achieve good communication. Speaking is a means of oral communication in giving ideas or information to others. It is the essential way speakers can express themselves through language (Nonci, 2023).

Speaking is the most crucial component of learning a second or foreign language since it is a talent that allows us to communicate, and it is measured in terms of the capacity to carry on a conversation in the language (Muhammad Chairil Imran & Sulviana, 2022). Students need to practice their speaking in everyday settings, particularly in class. Learning to speak can help students develop a habit and increase their fluency, leading to improved English-speaking skills. However, when it comes to speaking, some students find it difficult. They barely want to act, or they appear to be nervous and remain fidgety. The inadequacy of grammar awareness and poor vocabulary skills are the problems that undermine their self-confidence. Students' personalities and psychological states vary. Some students face numerous problems when speaking, such as fear of making a mistake or self-doubt when they see a friend speaking English successfully. These conditions are referred to as anxiety.

Anxiety is one of the problems that hinders students from learning English skills, especially speaking. Anxiety appears to play a significant role in language acquisition development since it interferes with students' speaking performance. Shinta Yuniarti (2017). Expressing that the anxieties of speaking are concerns of communication occurring in cases where learners do not have mature communication abilities even though they have mature ideas and thought. It refers to the fear of actually communicating with others. It means communication anxiety refers to frustration or anxiety because of his inability to understand others or to express himself in a foreign language.

Speaking anxiety is a common phenomenon among students. It can adversely affect their speaking performance. Several factors can be causes for students' anxiety, ranging from lack of confidence, and fear of being evaluated, to previous traumatic experiences. They may interfere with verbal expressions, the quality of the message conveyed, and the interaction with the audience. Moreover, anxiety in the school environment can be a serious problem for some students. Some of the students who experienced problems related to anxiety in the school environment include students who experience anxiety will find it difficult to interact with classmates and even with their teachers. They tend to feel anxious or afraid of other people's judgment so they have difficulty interacting with others. Furthermore, it can interfere with students' ability to concentrate and learn well at school. Students who experience problems with anxiety will have an impact on their academic performance.

Researching various factors that affect English matters, such as language skills, discomfort with the use of a foreign language, a previous traumatic experience, or social pressure, can help identify underlying issues and prepare more effective treatment strategies. Communication anxiety is often not the result of individual inadequacy, but it is often the result of a low level of positive thinking or negative and irrational thoughts. Based on the case above, the research will conduct a study to explore the factors of students' anxiety and type of students' anxiety.

2. LITERATURE REVIEW

2.1. The Concept of Speaking

According to Brown (2000: 267) explaining that speaking a language means being able to carry on a conversation with some degree of competence. Moreover, he points out that the measure of success in language acquisition is most often evidence of the ability to achieve practical goals through dialogical interaction with other language speakers.

Speech is one of the human communication tools, producing sounds, words, intonation, and articulation. To speak means to utter words or make sounds. This is similar to how humans express themselves through words, their organs may become overcrowded and they may no longer be able to speak. Speaking is a productive skill in oral mode. Like any skill, this one is more complex than it first appears and is much more than just saying words.

According to Richards, effective oral communication requires the ability to use the language appropriately in social interactions that involve not only verbal communication but also paralinguistic elements of speech such as pitch, stress, and intonation. Moreover, nonlinguistic elements such as gestures, body language, and expressions are needed in conveying messages directly without any accompanying speech.

2.2. Speaking Performance

Public speaking is a unique problem for most people. One factor was that people were not accustomed to speaking in public. This is a major issue for schoolchildren. Most of those who can speak in front of people are trained and used to delivering arguments in the classroom, in the community and so on.

Speaking Performance is a person's ability to communicate orally or verbally in a language. These include the ability to speak fluently, express ideas clearly, use the right vocabulary, and understand and respond well to questions or situations of communication. A good speaking spectacle includes several aspects, including fluency, clarity, proper vocabulary, good grammar, appropriate intonation, and the ability to communicate messages effectively and persuasively to audiences.

2.3. Anxiety

According to Horwitz (2001:112) said Anxiety is the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system. He has been found to interfere with many types of learning and it is only logical that this would also apply to second language learning. Next, Brown (2001:135) also said Anxiety is a psychological construct, commonly described by psychologists as a state of apprehension, a vague fear that is only indirectly associated with an object. Anxiety, as perceived intuitively by many language learners, negatively influences language learning and has been found to be one of the most highly examined variables in all of psychology and education.

2.4. Factors of Anxiety

Learning anxiety can be attributed to several factors. According to Horwitz, (1986) argues that in the context of foreign language learning, the learner may feel anxious due to problems related to three dimensions of anxiety. First, communication apprehension second, fear of negative evaluation Third, a general feeling of anxiety. As the focus of this study is on speaking skills, those components will be explained below:

1. Communication apprehension

Communication apprehension is defined by them as a type of nervousness characterized by the anxiety to communicate with people due to constant monitored and lack of situational communicative control as well as personal knowledge as it influences the ability to make one understand as well understand others' speeches. Student feeling shyness which then causes anxiety and panic when communicating with others.

2. Test anxiety

Test anxiety is defined as a type of performance anxiety that comes from a fear of failure in a foreign language. According to Horwitz and Cope (1986) revealed that it is not uncommon for students to experience forgetfulness due to nervousness during the running of the test, which causes them to lose memory and they will give the wrong answer in the test, even though they know the correct answer.

3. Fear of negative

Fear of negative evaluation is fear of being judged by others. This makes students avoid speaking or hide their abilities causing fear of the evaluations that will be given by people around them. This is because if the students make mistakes in speaking English, they will get negative evaluations from their friends and they are afraid of negative evaluations.

3. METHODS

In this study, the researchers employed a qualitative research approach with a descriptive method to investigate students' anxiety related to speaking English. The qualitative approach was chosen because it allows for a detailed understanding of the underlying motivations, opinions, and reasons behind students' anxiety. The descriptive method was used to capture and describe the events and experiences related to anxiety during the research process. The research was conducted at SMAN 8 Maros in Maros, South Sulawesi, chosen due to the researcher's previous conducted a pre-observation by visiting the school and observing the student's learning process. observing that many students faced anxiety when speaking English.

The researcher used purposive sampling to select class XI MIPA 4, consisting of 31 students. These students were identified as experiencing difficulties with speaking English, as reflected in their low scores. Second-grade students were chosen as participants because they had several years of experience with

English, enabling them to provide valuable insights into the study's focus. Data was collected through open-ended questionnaires and interviews. The questionnaire was adapted from the original form of State-Trait Anxiety Inventory (STAI) developed by Charles D. Spielberger, R.L. Gorsuch, R. Lushene, P.R. Vagg, and G.A. and Foreign Language Anxiety Scale (FLCAC) developed by Horwitz, Horwitz & Cope (1986). The researcher used a questionnaire consisting of several statements and can be tested using a Likers Scale. The questionnaire was given to the student using Likert Scale. Its aims the porpose of the at asking the sample to respond it a series of a statement by indicating whether on Strongly agree (SA), Agree (A), Neither agree (NA), Disagree (D) and Strongly disagree (SD) with each statement. Each response was associated with a point value and an individual's score was determined by summing the point value for each statement.

4. RESULTS

4.1. The Type of students anxiety on Speaking Performance

Based on the data that collected by questionnaire, the researcher state that the type of students anxiety on speaking performance at SMAN 8 Maros as below:

Table 4.1 Frequency, Percentage, Types of Students Anxiety Based on Questionnaires

Types	Observation		Total Score
	Frequency	Percentage (%)	
State Anxiety	9	32	929
Trait Anxiety	10	33	933
Situation-specific Anxiety	12	35	1.006
Total	31	100	2868

The data in table 4.1 shows that of the 31 students of SMAN 8 Maros especially in the class of XI MIPA 4. In the data, the researcher found that specific situation anxiety are the big number of students' speaking anxiety at English learning classroom of class XI MIPA 4 SMAN 8 MAROS. Those data had been analyzed by the researcher. Then, Trait Anxiety and State Anxiety is the low number of students' speaking anxiety.

It shows that the students' types of language anxiety in English performance is 9 students which are classified as state anxiety, 10 students are classified as trait anxiety, and 12 students which are classified as situational specific anxiety. It means that more than students were situation-specific anxiety. This suggests the need for a more in-depth approach to understanding the factors that caused students anxiety on speaking performance.

4.2. Factor of students Anxiety on Speaking Performance

After conducting an interview with the students, the researcher found three factor caused students anxiety related to Horwitz (1986), he stated that three factors cause students' anxiety in speaking. There is Communication apprehension, fear of negative evaluation and test anxiety. Based on interview data collected by the researcher with ten students from class XI MIPA 4 at SMAN 8 Maros regarding the various reasons that affect students' anxiety when speaking English. The interview was held in the classroom once the English learning process had been completed. The researcher discovered various findings based on the interview, including:

1. The first factor of students anxiety is Communication apprehension was feeling shyness which then causes anxiety and panic when communicating with others. some students felt anxious when speaking due to their inadequate intellectual and verbal skills. When they want to say anything in English, they don't know all the words. They frequently struggle to speak English since their vocabulary is limited. It proved by students who said that "It's hard to understand because of the lack of vocabulary. If I want to say something but I don't know the English".
2. The second factor is Test Anxiety which occurs when they are under pressure to speak in English because they are terrified of failing. Some of the tasks assigned by the teacher, such as presenting a tale, expressing an opinion, creating an English dialogue after reading a text, and creating a dialog using video dubbing, cause students to fear. Anxiety about poor grades has a negative impact on their speaking skills. It proved by students who said that "I'm not confident when the teacher wants to take the grade, I'm always afraid that I'll get a bad grade because I feel that I'm not good at English".
3. The last factor of students anxiety is Fear of Negative Evaluation when students were also terrified of their classmates' opinions about their speaking ability and performance. Students experience nervousness when they have to speak in front of their classmates, teachers, or a familiar audience. The source of their anxiety is that they are terrified of being laughed at by their friends. They feel uncomfortable when their friends notice them because they are afraid of being judged when they make a mistake. It proved by students who said that "It's difficult because when I speak, I'm afraid of being laughed at by my friends, especially if I say something wrong, usually I don't concentrate immediately so I forget what I want to say"

5. DISCUSSION

Anxiety in the school environment can be serious problem for some students. One of the conditions that cause anxiety is speaking English. According to students at SMAN 8 Maros, English lessons are one of the most difficult lessons, especially speaking. This makes students feel anxious and worried

when speaking English in front of friends. Based on the result of the analyses, it found that situation-specific anxiety are the big number. It means the students felt anxiety because of danger situation and because of the other people like the teacher asked them to speak without preparation, it was made the students panic and did not know what would they talked. Then, and also because of situation in stage fright it can be seen the students worry, panic and apprehension when the teacher called they name and performance in front of the class.

The factor that causes students to feel anxiety is that they are cannot to express their thoughts and opinions because they are cannot to pronounce them correctly in English. The reason is low intellectual skill and inability to speak, such as poor pronunciation, grammatical factors, and lack of vocabulary. Vocabulary is very important to express ideas and opinions. Students cannot express ideas if they have limited vocabulary. Have a limited vocabulary affect their performance in speaking English. The students become anxious because they cannot find the right words to convey their ideas, the students become restless. Students said that they tend to be silent when speaking class, that they are more comfortable using their first language, and that they are often confused because they do not know what they are saying in English when speaking in class.

According to Horwitz (2011) suggested that the causes of student anxiety in foreign language classes were communication apprehension, test anxiety and fear of negative evaluation. Several factors that cause anxiety when speaking English were found in the eleventh grade of SMAN 8 Maros such as vocabulary, grammar and pronunciation called communication apprehension. Communication apprehension makes the students has difficulty to understand others and make the others understood what they are saying. They want to convey their ideas and opinions but can't because they have difficulty composing sentences in English. Students also find it difficult when the teacher explains in English, so when in class the teacher uses a mix language between Indonesian and English.

Another factor found by researchers that causes students to feel anxious when speaking is the test. From the results of the interview, the eleventh grade students of SMAN 8 Maros feel anxious during the speaking exam/test. They are anxious during exams because they are afraid of failing and getting a bad grade. As a result of this anxiety, some students tend to speak quickly so that it is not clear what they are saying. The next factor that caused students anxiety in eleventh grade at SMAN 8 Maros was Fear of Negative evaluation because they were afraid of the responses of friends and teachers. Students feel anxiety when speaking because students are afraid of other people's responses. They are afraid of being laughed at when they make mistakes when speaking in front of the class. When they are laughed at while speaking they will lose concentration while speaking and forget what they want to say. As seen in the observation when students perform speaking, other students who do not perform will pay attention to their friends. They will laugh and ridicule their

friends who make mistakes. This makes students anxious and afraid of such a response.

Based on the result of the analyses, it found that factor of student anxiety in foreign language classes were communication apprehension, test anxiety and fear of negative evaluation. The researcher can interpret that there are several factors caused anxiety in eleventh grade SMAN 8 Maros, they are communication apprehension such as lack of vocabulary, grammar, poor pronunciation; test anxiety where students feel anxious during the speaking test for fear of failure; fear of negative evaluation where students are anxious because they are afraid of being laughed at by friends/teachers when they make mistakes.

6. CONCLUSION

Based on the findings of the data analysis, the researcher concluded of this research, The types of students' anxiety on speaking performance of class XI MIPA 4 SMAN 8 Maros are situational specific anxiety have the dominant percentage than the state anxiety and trait anxiety of students anxiety on speaking performance. Additionally, 3 factors caused students' anxiety about speaking performance at SMAN 8 Maros. There is communication apprehension when the students have low intellectual skills and low speech skills; Test anxiety where students feel anxious they feel they are weak in English during the speaking test because of fear of failure; and Fear of negative evaluation where students are anxious because they are afraid of being laughed at by friends/teachers when they make mistakes.

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