



An Analysis of The Students' Anxiety in English Speech of The Second Semester Students of The English Department at IKIP PGRI Bojonegoro

Maulida Fadhilatul Husna¹, Meiga Ratih Tirtanawati², Chyntia Heru Woro Prastiwi³

¹²³Program Studi Pendidikan Bahasa Inggris, IKIP PGRI Bojonegoro

fadhilatulhusnamaulida@gmail.com

meiga_ratih@ikipgribojonegoro.ac.id

chyntia_heru@ikipgribojonegoro.ac.id

Abstrak - Kecemasan erat kaitannya dengan keberhasilan pembelajar dalam memperoleh pembelajaran bahasa Inggris, namun membuat siswa sulit memperoleh bahasa Inggris jika memiliki kecemasan yang tinggi. Kecemasan siswa berbicara bahasa Inggris di kelas sangat mengganggu kinerja siswa dalam presentasi, khususnya dalam pembelajaran berbicara bahasa Inggris. Oleh karena itu, penelitian ini bertujuan untuk menemukan jenis kecemasan dan faktor-faktor yang menyebabkan kecemasan dalam pidato bahasa Inggris. Penelitian ini menggunakan penelitian deskriptif kualitatif, sedangkan jenis penelitiannya adalah studi kasus. Pengumpulan data penelitian dilakukan melalui wawancara dan kuesioner. Analisis data menggunakan teknik analisis model interaktif yang meliputi reduksi data, penyajian data, dan penarikan kesimpulan. Berdasarkan hasil wawancara dan kuesioner, dapat disimpulkan bahwa: 1) Jenis kecemasan dalam tuturan bahasa Inggris adalah kecemasan keadaan dan kecemasan sifat. 2) Faktor-faktor kecemasan dalam pidato bahasa Inggris adalah faktor kognitif, faktor afektif, faktor kinerja, dan faktor fisik. Faktor kecemasan dapat dirasakan oleh setiap siswa dalam kinerjanya. Setiap siswa mempunyai jenis kecemasan yang berbeda-beda dalam berbicara bahasa Inggris. Di sisi lain, siswa diharapkan mampu menemukan faktor-faktor untuk mengatasi kecemasannya, sehingga dapat membantu mereka untuk meraih kesuksesan dalam berbicara bahasa Inggris.

Kata kunci: kecemasan, berbicara, pidato bahasa inggris

Abstract - Anxiety is closely related to the learner's accomplishment of acquiring English learning, However, it makes students get difficult to acquire English if they have high anxiety. The anxiety of students speaking English in the classroom is very disturbing to the performance of the students in the presentation, especially in learning to speak English. Therefore, this study aims to find the type of anxiety and the factors that cause anxiety in English speech. This research used descriptive qualitative research, while this type of research is a case study. Research data collection was done through interviews and questionnaires. The data were analyzed using interactive model analysis techniques which included data reduction, data display, and conclusions. Based on the results of interviews and questionnaires, it could be concluded that: 1) The type of anxiety in English speech was state anxiety and trait anxiety. 2) The factors of anxiety in English speech were cognitive factors, affective factors, performance factors, and physical factors. The anxiety factor can be felt by every student in their performance. Each student has a different type of anxiety in speaking English. On the other hand, students are expected to be able to find factors to overcome their anxiety, so that it can help them to get success in speaking English.

Keywords: *anxiety, speaking, english speech*

INTRODUCTION

Speaking is one of the most important skills to improve the English language. Students must be learned the English language every day, and they are asked to practice English in everyday life, especially in class. Learning to speak can make

students get the habit and be fluent in speaking English, therefore can help students to improve their speaking skills, because getting used to speaking will contribute greatly to improving students' ability to speak English well Putra, (2018). Richards (2008) adds that in a foreign language or second language learners master speaking English. It means that the learners often evaluate their success in English learning as well as the effectiveness of their English courses, and the importance of how much students feel they have improved in their spoken courses proficiency. It means speaking the most important skills of language development to the target language learner can master.

One of the objective points in English learning is must be able to speak proficiency. Whatever, students have different personalities we can say psychological conditions. Every student has problems speaking in front audience, some of the problems students face is when speaking English feeling nervous if wrong when they see an audience feeling shy and if see they their friends speak fluently but they feel confident in their English speaking skills they have. These conditions are called anxiety Darmawati, (2017). Anxiety is when we are feeling worried, nervous, and fearful. People struggle, Trumble, and perspire and our hearts beat quickly. It is a negative way to present human feelings which means anxiety According to Ansari, (2015).

Additionally, in Ohata (2005) she argues that language anxiety can arise from 1) personal and interpersonal anxieties, 2) learners' beliefs about the English language, 3) instructor beliefs about language teaching, 4) instructor learner action, 5) classroom procedures, and 6) language testing. those are the six potential sources of language anxiety that may factor into students' anxiety. learners are fear make mistakes and as a result, get corrected when they are in Every student has a different type when going anxiety, like the feeling of stress and emotions which can show by their physiological and psychological reactions. Darmawati, (2017). In addition, Tanveer, (2008) these are stated foreign anxiety concerns performance evaluation within the academic and social contexts, and performance anxieties are: 1) communication apprehension, 2) test anxiety, and 3) fear of negative evaluation. Quite relevant to the conceptualization of foreign language anxiety is the construct of communication apprehension. Communication apprehension is one type of anxiety to shyness characterized by fear of or anxiety when communicating with people.

Anxiety is closely related to the learners' accomplishment of acquiring the English language, however, it makes students get difficult to acquire English if they have high anxiety. Griffin and Tyrrell in Izumi (2017). Stated when students have anxiety is feeling not confident, are silent, and are shy when practicing natural English communication. In addition, anxious students may "freeze" or "blank" and be unable to provide information on tests that they key know before the test

Mashayekh & Hashemi, (2011) In this problem, if the students feel anxious and cannot make they succeed in acquiring English because of high anxiety, however, they must lower the anxiety.

Based on the result of previous research by Putra (2018), shows that the anxiety of students speaking English in the classroom is very disturbing to the performance of the students in the presentation, especially in learning to speak English. The result of the study showed that the more influencing factor of students' anxiety was motivation, shyness, limited vocabulary, lack of self-confidence, lack of preparation, grammatical error, friend or classmate, and then the fear of making mistakes factor is the lowest factor experienced by students. The similarity with the previous study is the current research finds the factors that experienced by students in English-speaking classrooms. The difference is this research is going to find out the types of students' anxiety in practicing speaking in the front classroom.

The researcher is going to look at many occasions where many participants of experience feeling anxiety and discomfort when students of IKIP PGRI Bojonegoro try to perform a speech in class. This can see when the lecturer gives the project to practice speech in front class. The interference with their explanation and performance also prevents them from succeeding in mastering speaking English. Therefore, this research aims to find out factors that cause anxiety and analyze the student's types of anxiety in English speech of the second-semester Students English department at IKIP PGRI of Bojonegoro.

About the statement above, the researcher is interested to conduct the research with the title, **“An Analysis of The Student's Anxiety in English Speech of The Second-Semester Students of The English Department in IKIP PGRI Bojonegoro”**.

METHOD

This research used descriptive qualitative research, supported by Heigham and Crocker (2009), it is qualitative research focused on understanding how participants experience a certain time, particular context, and the multiple meaning of it from them, qualitative research is used to get the underlying reason, opinion, and motivation. This was the reason why qualitative research was applied in this research. According to Satori (2014), qualitative research is an inquiry process of understanding based on distinct methodological traditions of inquiry that explore social or human problems.

The subject of the research was the second-semester students of the English department of IKIP PGRI Bojonegoro. The number of students in the first semester is 65 and divided into two classes. The sample of the study was 20 students which taken by used purposive sampling of the students A class 10 student and B class 10 Students of the second-semester students of the English Department IKIP PGRI Bojonegoro.

The way to get the data in research activity is usually known as a technique of collecting data. In this research, the researcher used:

1. Speaking Test

The first data collection was used to collect data to get the real situations in speaking class. The speaking test with a speech about Demonstrative speech, informative speech, persuasive speech, and motivational speech.

2. Interview

After the distributed speaking test, the researcher also interviewed to support and validate the information from students.

3. Questionnaire

Lodico (2010) states that a survey or questionnaire is the main tool or instrument used to collect data in the descriptive survey research study. The questionnaire is the list of questions or statements that are given to participants

The Technique of Data Analysis According to Miles and Sugiyono (2012), data analysis included the steps of reduction or words, displaying the data, and drawing a conclusion or verification.

FINDING AND DISCUSSION

This chapter, the results of the research were presented. The chapter was divided into two main sections; they are the findings, and the discussion of research.

1. The Type of Student's Anxiety in English Speech

The students faced state anxiety and Trait Anxiety. The researcher found that the students got nervous when the teacher asked them to speech English in front class. They got nervous because they had no preparation before. It made the students panic and did not know what would they talked. According to Omrod (2011) A person who experienced a state of anxiety is more likely to feel stressed and nervous or unable to confront any event. In such moments, the person may feel nervous and can easily react to external stimuli. It means \hat state anxiety is an anxious feeling that is felt by 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 my things. In this case, someone with trait anxiety experiences anxious in each time. This kind of 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.

2. The Factors of Student's Anxiety in English Speech

The data were collected by a questionnaire checklist, done by a researcher with a questionnaire on the student's speech performance. The questionnaire checklist consists of 4 items statement that 1) cognitive factor 2) affective factor 3) performance factor, and 4) physical factor. Which have been checklist appropriate with the statements that the student's presence in their speech performance. Based

on the result of a questionnaire conducted by the researcher, the researcher found that the different factors of student anxiety in English speech, faced by three qualities were as follows 1) Factor of students anxiety with High quality of speech, 2) Factor students anxiety with medium quality of speech, and 3) Factor students anxiety with low quality of speech.

CONCLUSION

The study found that seventeen students faced state anxiety, state anxiety is a temporary feeling of anxiety elicited by a threatening situation. The students with trait anxiety have a condition where the anxiousness is exhibited in a variety of situations even if it is not dangerous. It was proved by the three respondents. They were four factors causing students anxiety in English speech. 1) Cognitive Factors (low vocabulary, lack of mastering grammar, pronunciation, fluency, topics, and large audience), 2) affective factors (fear of failure, fear of negative responses, fear of being laughed, and tension), 3) performance factors (communication apprehension, environmental condition, and time limitation), 4) physical factors (voice level, physical limitation, and unhealthy feeling). And researcher found three qualities as follows 1) Factor of student's anxiety with High quality of speech, 2) Factor of student's anxiety with medium quality of speech, and 3) Factor of student's anxiety with low quality of speech. factors of students' anxiety with high Quality in speech English causal factors of anxiety in English speech were Affective factors, performance factors, and physical factors. The factors of students' anxiety with medium quality in speech English causal factors of anxiety contributed by cognitive factors 31%, affective factors 30%, performance factors 13%, and physical factors 26%. The factors of students' anxiety with low quality in speech English causal factors of anxiety were cognitive factor 25%, affective factor 25%, performance factor 25%, and physical factor 25%.

REFERENCES

- Hashemi, M. 2017. Language Stress and Anxiety Among the English Language Learners. *Social and Behavioral Science*, 30, 1311-1316
- Izumi, G. H. 2017. *The study between Students Anxiety and Speaking Ability at the First Grade Students of SMA Negeri 1 Kabupaten Tangerang*. Thesis: Bandar Lampung.
- Ohata, K. 2005. Potential sources of anxiety for Japanese Learners of English Preliminary case interview with five Japanese College students in the U.S. *Japan TESL EJ JOURNAL*
- Omrod, J.E. (2011). *Educational Psychology: Developing Learner*. Boston Pearson Education.

- Putra, J. U. 2018. *An Analysis of Students' Anxiety in English Speaking Classroom at the Third Semester Students of English Department in Makassar Muhammadiyah University*. Thesis: Unismuh Makassar
- Richard, Jack. C. 2008. *Teaching Listening and speaking from theory to practice*. New York: Cambridge University Press.
- Sugiyono. 2012. *Metode Penelitian Kuantitatif Kualitatif dan R&D*. Bandung: Alfabeta
- Tanveer, M. 2007. *Investigation of the Factors that Cause Language Anxiety for ESL/EFL Learners in Learning Speaking Skills and the Influence in Costs on Communication in the Target Language*.