

INVESTIGATING EFL JUNIOR HIGH SCHOOL STUDENTS' ANXIETY LEVEL IN EXPRESSING OPINION IN SPEAKING ENGLISH CLASS

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This study aims to find out what level anxiety of EFL student of junior high school in expressing opinion. The The approach used in this study was descriptive research quantitative research. The subjects of this study 25 EFL junior high school student in malang city. To get the required data, the researcher distributed the questionnaire to the participants via Google Form. The level of anxiety used in this research was Krinis level. And ther are three factor anxiety. Based on results factor analysis through a final version of FLCAS questionnaire adopted from Horwitz (1986), the level that gets the highest anxiety result is very anxiety with a result of 40% student. And the lowest is very relaxed with a resutl 0% student. The main factor of the data obtained is fear of negative evaluation, which is 64,32% answer are strongly agree with the meaning of many students who are anxious in expressing opinion. This means, many students are anxious with the biggest factor because fear of negative evaluation in expressing opinion on RFL junior high school students.

INTRODUCTION

One of the most crucial languages is English. Four fundamental English learning skills must be mastered by EFL students. They are speaking, listening, reading, and writing. Sometimes learning English language becomes a difficult subject for students in Indonesia to be mastered. And speaking is However, also a difficult competency for EFL learners to master. But learning speaking English is Important. The definition of foreign language anxiety, as stated by Semonsky and Spielberger (2006, p. 1 cited in Brown 2007), is "the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system.". Thus, speaking English language anxiety is experiencing worry, nervousness, or apprehension when speaking English in a classroom

Furthermore, based on the researcher's involvement in the teaching profession at a senior high school in Malang City. Sometimes when the researcher ask the student to answer some question in front of class or just share their opinon louder in their seat and they refused to talk. Therefore, the researcher wants to focus on finding the factor that influence the students' anxiety to express opnion in english on EFL Junior High School student.

METHOD

The Design of the research is used descriptive quantitative research. Quantitative descriptive research method is a method that aims to make an objective description of a situation using numbers, starting from data collection, interpretation of the data as well as the appearance and results (Arikunto, 2006). This type of research is quantitative using a descriptive research design.

The researcher chose junior high school student as the responden. The responden of this study are 25 students junior high school in malang city. The questionnaire was modified from the 1986 Horwitz and Cope Foreign Language Classroom Anxiety Scale. Strongly Agree as SA, Agree as A, Neither Agree Nor Disagree as N, Disagree as D, and Strongly Disagree as SD were the Likert scale categories used to classify the questionnaire results. The thirty-three statements on the questionnaire were answered by the pupils. The questionnaire will distributed via Whatsapp.

After collecting the data, the researcher will calculate the answer by using Horwitz's scoring rubric. The rubric as below:

FCLAS

scoring rubric

Scale	Positive Question	Negative Question
Strongly Agree	1	5
Agree	2	4
Neutral	3	3
Disagree	4	2
Strongly Disagree	5	1

Then, the researcher analyze anxiety level using anxiety level by Krinis. To categorize the level of anxiety, The following table scores for each level of anxiety felt by students:

Range	Level
124 -165	Very Anxious
108 – 123	Anxious
87 – 107	Mildly Anxious
66 – 86	Relaxed
33 – 65	Very Relaxed

FCLAS Anxiety Level

After that, the result will be analyze again to get the factor or type of anxiety of students. There are three factor of anxiety. The first is test anxiety, second is communication apprehension, and the last is fear of negative evaluation. The following is the distribution of anxiety factors in the questionnaire.

Anxiety Factor

Anxiety Factor	Number Of Question
Test Anxiety	2,3,8,9,10,12,16,19,20,21,22
Communication Apprehension	1,4,14,15,18,24,27,29,30,32
Fear Of Negative Evaluation	5,6,7,11,13,17,23,25,26,28,31,33

DISCUSSION

The researcher adapted Horwitz's 33-item Foreign Language Classroom Anxiety Scale (FLCAS) questionnaire to measure student anxiety in English classrooms. The result form the questionnaire :

Level of Students' Anxiety

Level	Total	Percentage
Very Anxious	10	40%
Anxious	5	20%
Mildly Anxious	7	28%
Relaxed	3	12%
Very Relaxed	0	0%

The researcher also calculate the most factors that influence students, the result as follow :

1. Test Anxiety

SA	A	N	D	SD	
3	11	2	7	2	
4	12	5	4	0	$SA = \frac{68}{274} \times 100\% = 24,81\%$
4	2	4	12	3	
10	8	4	3	0	$A = \frac{94}{274} \times 100\% = 34,30\%$
8	11	3	2	1	
6	10	3	6	0	$N = \frac{36}{274} \times 100\% = 13,13\%$
8	10	4	3	0	
5	7	1	9	3	$D = \frac{63}{274} \times 100\% = 23,35\%$
10	7	6	1	0	
5	10	0	9	1	$SD = \frac{13}{274} \times 100\% = 4,74\%$
5	6	4	7	3	
68	94	36	63	13	

2. Communication Apprehension

SA	A	N	D	SD	
7	8	4	6	0	$SA = \frac{57}{252} \times 100\% = 22,61\%$
8	12	2	2	1	
3	5	7	7	3	$A = \frac{94}{252} \times 100\% = 37,30\%$
6	13	5	1	0	
2	9	4	7	3	$N = \frac{43}{252} \times 100\% = 17,06\%$
8	6	4	8	1	
4	9	7	4	1	$D = \frac{48}{252} \times 100\% = 19,05\%$
7	15	1	2	0	
7	7	5	6	0	$SD = \frac{10}{252} \times 100\% = 3,96\%$
57	94	43	48	10	

3. Fear of Negative Evaluation

SA	A	N	D	SD	
2	9	6	7	1	
4	8	5	5	3	$SA = \frac{71}{300} \times 100\% = 23,66\%$
7	14	1	1	2	
3	9	5	6	2	$A = \frac{122}{300} \times 100\% = 40,66\%$
8	6	4	7	0	
6	9	2	7	1	
6	12	3	3	1	$N = \frac{37}{300} \times 100\% = 12,33\%$
6	13	1	5	0	
71	122	37	53	10	$D = \frac{53}{300} \times 100\% = 17,66\%$

The data displays a well-rounded portrayal of students' views on anxiety. Results show that 40% of students which is 10 student strongly feel their anxiety, while 20% of student which is 5 student agree that they do experience anxiety. And 28% of student feel mildly anxious which is the feel a little bit anxious sometimes, while 12% feel relaxed and 0% feel very relaxed. So there are more student that feel anxious when they have to expressing their opinion rather than relaxed. The data also indicates 59.11% of student answer strongly agree and agree to the questionnaire included on the test anxiety. While 59.91% of student answer strongly agree and agree to the questionnaire included on the communication apprehension. And approximately 64.32% of student manifest fear of negative evaluation.

The data shows that a lot of student is fear of negative evaluation. This means a lot of student that on a very anxious and anxious feel more afraid to get negative evaluation, even if from the teacher or from peers, when they have to expressing their own opinion.

Conclusion

Based on the results of the analysis, the student who has high anxiety in expressing opinion is a lot rather than the student that feel relaxed. There are 40% of student that feel very anxious and 12% of student feel relaxed. But none of them feel very relaxed. Around 64.32% of EFL Junior High School student that has anxiety have a fear of negative evaluation when they have to expressing opinion. Impacting their self-esteem, participation, and overall growth. Thus, it highlights the need for proactive interventions to address this pervasive concern.

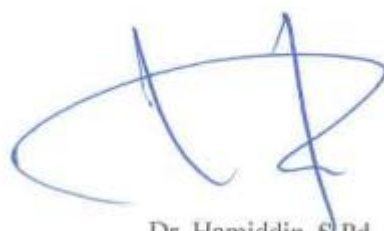
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