

AN ANALYSIS OF STUDENTS' SPEAKING ANXIETY: FOCUSING ON THE SECOND GRADE JUNIOR HIGH SCHOOL MALANG, INDONESIA

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ABSTRACT

This research investigates speaking anxiety among second-grade students in a private junior high school in Malang, East Java, Indonesia. The study aims to find out the extended level of anxiety experience and contributing factors that influence students' anxiety during their English-speaking practice. Conducted through a qualitative approach with a survey design, the research involves 30 participants, and data collection utilizes a questionnaire adapted from Horwitz (1986). The questionnaire, consisting of 33 questions on a four-point Likert scale, is distributed online using Google Forms. The analysis reveals three significant factors causing speaking anxiety in students. Firstly, "communication apprehension" encompasses 11 statements, with varying levels of agreement among respondents. Secondly, "test anxiety" includes 15 statements, and the third factor is "fear of negative evaluation" with seven statements. The results indicate varying degrees of agreement and disagreement within each factor. In total, 22 students felt worried, 1 student felt very anxious, and 7 students felt a bit anxious when asked to speak in front of the English class. Notably, the dominant factor contributing to speaking anxiety is the "fear of negative evaluation," with a prevalence of 49.5%. The findings highlight the importance of addressing this specific factor to alleviate students' anxiety during English-speaking activities.

Keywords: Learning, Anxiety, Speaking anxiety,

INTRODUCTION

Language is a system for expressing meaning, and its main purpose is as a medium of communication and interaction. Language has four basic skills that must be mastered, namely writing, reading, listening, and speaking. Mustofa & Sari (2020) stated that students cannot acquire speaking and writing skills without acquiring speaking and listening skills. However, of the four language skills, mastering speaking skills is crucial in the English learning process. Saiful and Mustofa (2019) stated that students who do not have sufficient effectiveness in speaking strategies will not be able to improve their skills, on the contrary, individuals who use effective speaking strategies will increase their proficiency. Unfortunately, many students experience speech problems. In this case, they often feel less confident and often consider their speaking abilities to be weak. Through speaking, students can share their ideas and knowledge. Mustofa et al. (2019) say that "Good speaking quality shows someone is successful in learning a

language". However, students often feel anxious because they are worried about a bad response from their friends. Lastly, this case makes it difficult for them to communicate and share information.

Speaking anxiety can be a problem that some students often experience in speaking and of course this can be very debilitating for some students. Horwitz et al. (1986) define anxiety in general as a subjective experience characterized by feelings of tension, fear, and apprehension, often associated with the activation of the autonomic nervous system. Leong & Ahmadi (2017) state that speaking anxiety may arise in the classroom setting, particularly when there are variations in language learning abilities among students. Speaking anxiety is very common for students, especially junior high school students.

In the last few decades, studies on speaking anxiety have been carried out in various countries with different contexts. Recently, Zarrinabadi (2023) conducted a study in a private language institute in Iran. This study found that students often feel ridiculous if students are praised for their intelligence and effort which makes them feel anxious. Furthermore, Santriza (2018) conducted research in Banda Aceh, this research was analyzed to find factors that influence students' speaking anxiety from 20 students and found three main factors that influenced students' speaking anxiety, namely exam anxiety, communication fear, and fear of negative evaluation. Meanwhile, Batiha and Noor (2016) explored the issue of speaking anxiety among English Language Learners in Jordan, involving 112 new students as participants. The research revealed four key factors contributing to students' speaking anxiety: fear of naive evaluation, unpreparedness, fear of public speaking and embarrassment, and a general sense of speaking anxiety.

In a separate investigation, Ozdemir (2021) conducted a study at a university in the US, focusing on the English language anxiety of International Teacher Assistants (ITAs) teaching various courses in an American university context where English is used as a second language. The study found that ITAs with an L2 mindset still experienced anxiety and felt less confident when speaking English while teaching native English speakers. Chahrazad (2022) carried out research at a university in Algeria with the primary objective of proposing pedagogical strategies to help students and teachers navigate and address the difficulties presented by speaking anxiety in a university environment focused on English as a Foreign Language (EFL) teaching and learning. The study identified various factors influencing student anxiety, including speaking anxiety hindering self-expression, reduced self-esteem and confidence, anxiety associated with speaking in front of the class, students' anxiety-driven help-seeking behavior, teacher intolerance towards silence, and anxiety affecting interactions among students.

Up to the present moment, numerous studies have concentrated on the anxiety encountered by students and the elements influencing speaking anxiety. Nevertheless, there remains a noticeable scarcity of research investigating the predominant factors influencing student anxiety, particularly in junior high school. Considering this gap, the current study was undertaken to

address this dearth of research by examining the influential factors and determining the dominant factors of speaking anxiety among junior high school students within a specific private school in Malang.

METHOD

This research used a quantitative approach survey design in the form of a questionnaire used to answer the research question. A survey design was used to find out the extended level of anxiety experienced and contributing factors that influence speaking anxiety by students.

This study sample consists of 30 second-grade junior high school students at Wahid Hasyim Junior High School which is located in Dinoyo, Malang. Which is they use Indonesian as their first language every day.

Instrument in the form of a questionnaire consisting of several types of questions to collect participant information. The questionnaire can be said as a written interview test. This is a research instrument that has a sequence of questions to obtain information and data from participants. To assess the extent of students' anxiety levels, this research employed the FLCAS (Foreign Language Classroom Anxiety Scale) adapted from Horwitz (1986). The evaluation utilized a Likert Scale with four categories: strongly agree, agree, disagree, and strongly disagree. The questionnaire comprised thirty-three statements that students responded to. The FLCAS encompassed three primary types of language anxiety in its inquiries.

a. communication apprehension: 1, 4, 9, 14, 15, 18, 24, 27, 29, 30, 32

b. test anxiety: 3, 5, 6, 8, 10, 11, 12, 16, 17, 20, 21, 22, 25, 26, 28

c. fear of negative evaluation: 2, 7, 13, 19, 23, 31, 33

The researcher started collecting data with a set of questionnaires given to 30 students in second-grade students. Then, the students read the statements one by one carefully and give the checklist mark on their statement. After obtaining the results from the FLCAS which were distributed to students, then obtain the results from the students' anxiety using the Likert assessment table adopted from Horwitz (1986) which is in the table below.

Table 1 Likert Assesment

Statements	Strongly Agree	Agree	Disagree	Strongly Disagree
Negatives	4	3	2	1
Positif	1	2	3	4

For the categorization of anxiety levels in this research, the questionnaire has 33 items, so the total score is 139. For this reason, the researcher describes the scores in the table adapted from Mayangta (2013) as follows.

Table 2 Classroom Speaking Anxiety Scale

Reach	Level
109 – 139	Very anxious
82 – 108	Worried
55 – 81	A bit anxious
28 – 54	Relax
1 – 27	Very relaxed

The researcher calculates the total score for each respondent using the following formula:

$$xy : \frac{x}{y} x N$$

xy: Total All Score

x: Total Score

y: Total Amount

N: 100 %

Adapted from: Gay (1991)

FINDINGS AND DISCUSSION

To what extent do students feel/experience anxiety during their English-speaking practice?

In one set of questionnaires, there are 33 statement items with three factors of statements, namely: communication apprehension, test anxiety, and fear of negative evaluation. The participants needed for this data collection were 30 students second-grade students from junior high schools in Malang. They answered this questionnaire completely. Based on the results of the questionnaire, it is processed into a table of classification results for students' speaking anxiety as follows.

Table 3 Classification Results for Students' Speaking Anxiety

Reach	Level	Result (student)
109 – 139	Very anxious	1
82 – 108	Worried	22
55 – 81	A bit anxious	7
28 – 54	Relax	
1 – 27	Very relaxed	

In light of the information presented in this table, the results show a very high number, namely 22 students felt worried, 1 student felt very anxious, and 7 students felt a bit anxious.

What are the contributing factors that influence students' anxiety during their English-speaking practice?

Based on the questionnaire distributed by researchers, the questionnaire was divided into three categories of factors, including communication apprehension, test anxiety, and fear of negative evaluation. So, to help researchers find out what factors of anxiety cause students to experience anxiety, researchers asked students to fill in 33 questions, including those depicted in the table below.

Table 4 Communication Apprehension Section Questionnaire Response Results

No	Statement	SA	A	D	SD
1	I never feel confident in myself when I talk to myself in English class	1	14	12	3
4	I'm afraid when I don't understand what the teacher says in English.	4	12	13	1
9	I started to panic when I had to speak without preparation in English class.	9	12	7	2
14	I wouldn't be nervous about speaking English with a native speaker.	1	18	11	0
15	I felt annoyed when I didn't understand what the teacher was correcting.	7	12	11	0
18	I feel confident when speaking in English class.	1	13	13	3
24	I feel very inferior when speaking English in front of other students.	4	17	8	1
27	I felt nervous and confused when speaking in my English class.	1	18	11	0
29	I feel nervous when I don't understand every word the English teacher says.	4	12	12	2
30	I feel doubts about the many rules.	2	10	16	2

No	Statement	SA	A	D	SD
32	I would probably feel comfortable around native speakers.	3	16	10	1

Table 5 Results of Questionnaire Responses to the Anxiety Test Section

No	Statement	SA	A	D	SD
3	I was shaking when I found out that I would be called to the front of the class.	4	13	10	3
5	I wasn't bothered at all by taking more English classes.	5	11	10	4
6	During English class, I found myself thinking about things that weren't in the class.	1	13	14	2
8	I am usually at ease during my tests in my language class	2	15	12	1
10	I'm worried about the consequences if I fail my English class.	1	20	8	1
11	I don't understand why some people are so upset about English class.	1	20	9	0
12	In English class, I felt so nervous that I forgot things I knew.	3	14	12	1
16	Even though I had prepared well for English class, I still felt anxious	5	14	10	1
17	I often feel like not taking English classes.	2	6	12	11
20	My heart was pounding when I was called on in English class.	5	14	9	2
21	The more I studied for the English exam, the more confused I became	1	10	14	5
22	I don't feel pressure to prepare well for English class.	2	18	9	1
25	English class moved so fast that I was worried I would fall behind.	3	17	9	1
26	I feel more tinsel and nervous in my English class than in other classes.	3	11	13	3
28	When I was on my way to English class, I felt very confident and relaxed.	3	20	7	0

Table 5 Results of Questionnaire Responses to the Fear of Negative Evaluation Section

No	Statement	SA	A	D	SD
2	I don't worry about making mistakes in English class	2	11	14	3
7	I keep thinking that other students are better at speaking English than me.	8	16	6	0
13	I feel embarrassed to volunteer answers in my English class.	1	14	14	1

No	Statement	SA	A	D	SD
19	I'm afraid that my language teacher will be ready to correct every mistake I make.	1	16	12	1
23	I always felt that other students spoke English better than me.	8	18	4	0
31	I am afraid that other students will laugh at me when I speak English.	5	11	11	3
33	I feel nervous when the English teacher asks questions that I haven't prepared beforehand.	5	18	5	2

Table 6 Results of Students' Total Speaking Anxiety Score

Factors of Anxiety	SA	A	D	SD
Communication Apprehension	37	154	124	15
Test Anxiety	40	216	158	36
Fear of Negative Evaluation	30	104	66	10

Table 7 Results of Students' Total Speaking Anxiety Score (%)

Factors of Anxiety	Total Score			
Communication Apprehension	11.2%	46.7%	37.5 %	4.5%
Test Anxiety	9%	48%	35%	8%
Fear of Negative Evaluation	14.2%	49.5%	31.4 %	4.9%

DISCUSSION

Horwitz (1989) defines speaking anxiety into three components: namely communication anxiety. This factor of anxiety pertains to an individual's apprehension or fear concerning actual or anticipated communication with others. Test anxiety is a psychological condition wherein individuals endure heightened levels of stress and anxiety in situations. testing, and fear of negative evaluation or FNE is a type of social anxiety, WHO states that an estimated 10 of all residents have experienced social anxiety (Kessler et al. 2010).

Based on the outcome of a questionnaire administered to 30 students, the research results confirmed that this situation could result in anxiety experienced by students. According to the data, it was observed that 22 students felt worried, 1 student felt very anxious, and 7 students felt a bit anxious. It is evident that a considerable number of students still experience anxiety when requested to speak by the teacher. in front of the English class. Then the researchers found out the factors of anxiety experienced by students by asking students to fill out a questionnaire that

had been categorized based on their respective factors of anxiety. The first factor of anxiety is communication apprehension. This factor of anxiety has 11 statements. In this statement, 11.2% chose to strongly agree, 46.7% agreed, 37.5% agreed, and 4.5% chose strongly disagree, getting a final score with the final result being 46.7% of students choosing the agreed statement. and another 53.3% chose other statements. The second factor of anxiety is test anxiety. This factor has 15 statements, 9% chose to strongly agree, 48% agreed, 35% disagreed, and 8% chose to strongly agree. The last factor of anxiety, namely Fear of Negative evaluation, this anxiety has 7 statements, 14.2% chose to strongly agree, 49.5% agreed, 31.4% disagreed, and 4.9% chose strongly disagreed.

Based on data from the questionnaire results, the primary factor of anxiety that is most prevalent among students is fear of native evaluation with a final point of 49.5% with the statement agreeing that the evaluation or fear of failure, also recognized as atychiphobia, fear of negative evaluation (FNE) is a psychological concept that encompasses apprehension regarding the assessment by others, distress over potential negative judgments, and the anticipation of unfavorable evaluations from others. Individuals experiencing anxiety related to FNE often avoid situations where they might be subject to evaluation.

According to Santriza (2018), the results of the research carried out were analyzing student anxiety in speaking classes. He researched the factor of anxiety by students in English classes. Researchers found the types of anxiety experienced by students initially, found that 72% of students encountered anxiety related to examinations, 73% of students experienced anxiety in being unable to communicate apprehensions, and finally, the researchers found that as many as 55% of students felt anxious due to fear of negative evaluation. And then Batiha and Noor (2016), in their study, stated that four factors influence students' speaking anxiety, including fear of negative evaluation, unpreparedness, fear of being in public, embarrassment, and speaking in general. Then Zarrinabadi (2023), in this study, explained that one of the anxiety factors is praise, praise for intelligence makes students feel anxious, they feel that they are being praised for being ridiculous. Ozdemir (2021) found that the factors that influence ITA speaking anxiety are uncomfortable/less confidence in speaking English when teaching English native speakers. The latest study is by Chahrazad (2022), who suggests several factors that influence speaking anxiety, namely: Speaking anxiety and limited self-expression, speaking anxiety, reduced self-esteem and reduced self-confidence, Anxiety and speaking in front of the class, Anxiety, and students' help-seeking behavior, Teacher intolerance towards silence, Anxiety and interactions between friends.

CONCLUSIONS AND SUGGESTIONS

This study conducted survey research at Wahid Hasyim Middle School Malang. This study to find out the extended level of anxiety experience and contributing factors that influence students' anxiety during their English-speaking practice. in second-grade students at Wahid Hasyim Middle School Malang in the 2022/2023 academic year. In obtaining data, researchers

used an instrument in the form of a questionnaire. The questionnaire has 33 items. All instruments are given and worked on by students who are participants.

Drawing from the research findings, the researcher has formulated conclusions. The survey results provide insights into the levels of student speaking anxiety and the contributing factors influencing speaking anxiety by students at Wahid Hasyim Junior High School in Malang. From the results of all instruments, this study found that 22 students felt worried, 1 student felt very anxious, and 7 students felt a bit anxious. The researcher also found three factors that influence students' anxiety in English-speaking practice in front of the class. The factors identified include communication apprehension, test anxiety, and fear of negative evaluation. However, the predominant factor contributing to students' speaking anxiety is the fear of negative evaluation, which shows a result of 49.5%. In conclusion, English-speaking anxiety is a significant phenomenon among second-grade students of junior high schools in Malang, Indonesia, and has several different causes.

However, researchers are also aware of the limitations of this research. for the future Research researchers suggest adding the combination of many factors or involving students who are not from junior high school. In further research, researchers can research. More factors influence and also the type of anxiety that students experience in speaking. Besides that, the researcher conducted this research only with a questionnaire, perhaps future researchers can add an interview session to get more accurate data

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