



ANALYSIS OF THE STUDENTS' ANXIETY IN SPEAKING ENGLISH: EVIDENCE FROM KUPANG STATE POLYTECHNIC

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ABSTRACT

The aim of the study is to know the students' anxiety in speaking English at Kupang State Polytechnic. The population of this study is the first semester of company management major of Kupang State Polytechnic in 2022-2023 academic years and the sample are thirty students of class 1B. The sample is taken by random technique. This study is conducted by using descriptive qualitative research design of which data are taken through interviewing sheet. The most dominant anxieties of the students found in speaking English were grammar and pronunciation which have same percentage 46.7 % and followed the Peer were 6.6 %. Especially, the language was not found as the factor that caused the students' anxiety in speaking English because English is not a strange language in the polytechnic level and it was an international language which must be learnt by all people in the world especially the students. While in the internal anxiety was dominated in lacking the confidence 73.3 % and fear 26.7%. And the ways of students in overcoming the anxiety in speaking English was through having good preparation, positive thinking, relax, and resigning. Making friends was not founded in this study

Keywords: *Speaking skill, Anxiety, Speaking English*

INTRODUCTION

English is claimed as an international language and insist all people in the world to learn English. Nowadays, learning and knowing English give many advantages to all people because all sectors need English so it has become a demanding skill for today's learning especially for the 21st century learning. As the international language, English is not only learned by people for business purpose, technology mastering, but also for students in all levels at school and university especially the students of Polytechnic. English is one of the general courses which must be learnt by all students. In this

course, the students must learn four skills of English, one of them is speaking. It is an important skill for vocational students because it will be used in work world.

Speaking is one of English productive skills that demands learners to have a huge courage and build a confidence in delivering message to listener. It has a complexity level in making the effective communication. According Bygart in Al-Roud (2016), speaking skill is the ability to share thoughts, strength, reasoning, and emotions with other people

using oral language as a way to make the message clearly delivered and well received by the listeners. Speaking is a basic thing needed by people to build a good communication. Without a good speaking skill, people face misunderstanding and get confusing in getting message from the partner in communication. Therefore, it is really important to master a good speaking skill, especially the ability to speak English that uses for international communication. English is the lingua franca, which means that English is the language used to bridge communication between users of different languages in the world. In addition, Grag & Gautam (2015) stated that another advantage is that English language users will easily communicate and interact with people around the world.

In vocational school such as Polytechnic, Speaking English is a course that oblige all the students to master the skills. In fact, many students face difficulties in learning and mastering the English skills because of the complexity level especially in speaking English. It is needed a complete package skill between confidence and the correct use of components such as grammar, vocabulary, and pronunciation. The students are expected to be able to speak the target language because speaking English is one of the final result or output of the language learning process. According to Amalia & Husna (2020), speaking as an important skill since language learning progress is dependent on the ability of the learner participant in oral activities. In addition, Wael (2018) also stated that to improve English competency students must be able to master English orally). In order words, the parameter of students' English skills also depends on how good students' speaking ability is. Therefore, to find out whether students have good English proficiency or not, they must be able to demonstrate their speaking skills.

In demonstrating the English speaking skill, the researcher often gets some students has an anxiety in responding the questions and performing their task in front of the class. In addition, some of the students have preprepared and memorized their speking task but the performance can not run well because of lacking

of confidence, forgetting what they want to say, and confusing. It is happened because the students can not control their anxiety in performing their speaking English skill. According to MacIntyre and Gardner (1994) as cited in Harada, Eguchi, Moriya, Suzuki (2017) stated that Foreign language anxiety is defined as the feeling of tension and apprehension which are specifically associated with second language context, which is including speaking, listening, and learning. Horwitz, and Cope (1986) stated that anxiety is the major problem to be overcome in learning to speak another language. Tulgar (2018) mentioned the fear of being assessed orally, worries about the fluency, intonation, and pronunciation, the fear of implementing the target language with other people, discussing about unfamiliar topics and having time limitation in talking were the major factors which is causing anxiety when speaking.

Besides all the cases above, the resercher had interview one student.

Researcher : Kenapa kamu berhenti tiba-tiba saat berbicara ?

Why did you stop in speaking suddenly?

Student : Lupa sir karena gugup padahal aku sudah hapal tadi malam.

I forgot sir because I was nervous whereas I have memorized last night

From the interview above, it could be concluded that the student faced an anxiety because of lack of confidence so he lost all the memorizing in his mind about the task. Based on Rajitha & Alamelu (2019), in their research, found some causes of anxiety in speaking English, namely external factors and internal factors. The external factors are the language, grammar, pronunciation, and peer. Meanwhile, the internal factors are stage fear, lack of confidence, and shyness. So, the anxiety of student above was lack of confidence. Confidence means having strong beliefs, firm trust, or sure expectation, feeling certain, fully assure, having no failure, etc. Some students might have good pronunciation and be

at a high proficiency level but they still preferred to be reticent because of the lack of courage.

From the preliminary data above, it could be concluded that there are some cause of anxieties faced of the students when performing their English speaking skill. Based on the previous researcher, Uli and Adam (2017) found that the factor causing of the students' speaking anxiety to speak in the language classroom are: lack of familiarity of task, fear of making mistakes, low motivation, incomprehensible inputs, lack of confidence and then low English proficiency. And the student's strategies to overcome speaking anxiety were peer seeking, preparation, relaxation, positive thinking and resignation.

So, based on the preliminary data and the results of the previous researches shown above, the researcher was interested to do the research about "An Analysis of the Students' Anxiety in Speaking English at Kupang State Polytechnic". It's a different phenomenon because no one conducted the research which focused to the vocational school especially Polytechnic. The researcher wanted to examine what is the dominant factor of the students' anxiety in speaking English and how they cope the anxiety.

This research had a contribution as theoretically to enrich the knowledge of psycholinguistic especially in the students' anxiety in speaking English. Then, practically this research is expected useful as a reference for other researchers who are interested in conducting researchers or any further studies in psycholinguistics to apply the Students' Anxiety in Speaking English

THEORETICAL REVIEW

English

The four basic skills of learning language are Listening, Speaking, Reading and Writing. The four and fundamental language skills are classified into two parts. Speaking and writing are called productive skills because while using these skills a learner is not only active but also produces sounds in speaking and symbols in writing. On the other hand, listening and reading are considered receptive skills because here a

learner is generally passive and receives information either through listening or reading.

Listening actually mean is hearing and comprehending. Listening is a means of language communication which is applied almost extensively in everyday live. Speaking is the productive skill in the oral mode. Speaking is the productive skill of the oral phraseology. It is like the speaker producing presentations in the oral mode retrieving words and phrases from memory.

Speaking

Speaking is the first way to connect and communicate among people. It is a way of transmitting and sharing ideas, opinion, and thoughts verbally to others. Bahadorfar and Omidvar (2014) stated that a speaker can be considered as having and excellent speaking skill if the listeners got the points what someone conveyed. Speaking especially in English is not easy because many things we must understand first such as vocabulary, structure, Pronunciation, and so on. It can be stated that speaking is a complex skill which must be integrated by all elements so the utterances from the speaking can be understood by people. It is not wonder if there are many people in all over the world learn about speaking especially English because it had been international language that used all people in the world.

Nowadays, Speaking English as the second or foreign language has been viewed as the most demanding among four language skills. Speaking is a significant skill for everyone who learns foreign language. Speaking is an implementation that used to connects people's conversation the same language. By speaking we can share our thoughts, sense and opinion/information. Meanwhile, Gowhary (2014) said that speaking is one of the most multifarious cognitive, linguistics and motor skills. It is used in natural communication, giving and getting information, and for teaching and learning verbally. In addition, Lejla (2011) stated that the speaking skill is the most significant one since foreign language learners are most of all concerned in becoming actual speakers of language. Therefore, it could be concluded that speaking is a significant skill that used

to connect people in conversation by sharing thoughts, sense, and information.

Anxiety

Anxiety is an anxious feeling or nervousness when facing certain situations which they think are scary situations, such as during job interviews, class presentations, speaking in front of many people, and doing things they think they can't. These kinds of things can create feelings of excessive anxiety. According to Brown (2007), anxiety is as subjective, intentionally perceived a feeling of apprehension and tension, accompanied by or associated with activation or arousal of the autonomic nervous system. In addition, anxiety may come in many forms. Sometimes anxiety is accompanied by intense panic, dread, or fear in which an individual may experience chest pain, shortness of breath, racing heart, dizziness, and discomfort. Anxiety can manifest as unwanted, repetitive thoughts and compulsive behaviors that seem impossible to stop. Sometimes anxiety is specifically tied to a certain situation, like speaking in public. Some people believe that anxiety is an additional inconvenience for students.

There are some causes of anxiety in speaking English. Rajitha & Alamelu (2019), in their research, found some causes of anxiety in speaking English, namely external factors and internal factors. The external factors are the language, grammar, pronunciation, and peer. Meanwhile, the internal factors are stage fear, lack of confidence, and shyness. Learning English is very complex especially in speaking skill. Most students faced obstacles in learning speaking English because they must learn many parts of English so the message of the speaking is conveyed to the speaking partner and avoid misunderstanding.

First, Rajitha & Alamelu (2019) said that the language is a main factor caused a sense of anxiety. Learning language which is not the mother tongue since a child needs a hard work in learning. This is what makes students feel inhibited and feel scared when starting to try in speaking English. This statement is also supported by research from Horwitz, Horwitz, and Cope (2012) which states that fear from

communicating is one of the factors that cause student anxiety besides negative evaluation and test anxiety, and from his research, he proves that the dominant participant experiences 90% anxiety in speaking. In addition, 90% majority of the participants also reported that they found it difficult to convey messages in English.

The second factor is structure. Language needs a good structure and appropriate diction of vocabulary. Lack of vocabulary master and understanding of sentence structure correctly can be a barrier in speaking English. Having a bad structure in forming a correct sentence formation can make the learner lost the confidence and have an anxiety so the learner could not speak perfectly. In the research of Horwitz, Horwitz, and Cope (2012) shown 22.2% of the participants responded that the way English words were pronounced and written were not the same, besides that English was also not used in everyday life, therefore they found it difficult to guess and understand it. In addition, it is possible for students to avoid activities that require them to speak English for fear of making mistakes and feeling at risk. From the above statement, these grammar factors can prevent students from achieving their achievements as well as result in their minimal willingness to actively participate in activities in speaking English.

In the other case, having a good pronunciation will support the learners' braveness to show up the confidence in speaking English but in the other way, the learner lost their confidence because of bad pronunciation. A good pronunciation is needed by the learner in communicating with the other speaker so all the message which transferred by the speaker got and understood accurately. Language background that was not from English was a challenging for everyone.

For the last, peer is the last factor cause anxiety. The inner feel and the thought of peers or classmate's evaluation would always create anxiety among students. Ningsih (2017) stated in an informal interview in an English class, students reported that they liked speaking in English but they would feel nervous when in front of other people so that they could not speak for fear of making mistakes and afraid of being laughed at by their friends. Therefore,

this peer factor greatly influences students to improve their development and ability in the acquisition of speaking English properly and well for students.

From the point of view of Rajitha & Alamelu (2019), they divided student anxiety factors into three categories of internal factors which include stage fear, lack of confidence, and shyness factor. Concerning stage fear, for some students speaking in front of the class or public is an easy matter. But for some other students speaking in public was so scary. This spontaneously makes a person feel a level of stress that makes him unable to express and speak freely in front of everyone. Meanwhile, someone who tends to think negatively and has a low perspective on himself will dominate the panic when he has to speak in public. Rajitha & Alamelu (2019), from their research also revealed that there was a student who said stage fear made him feel difficult when facing other people while speaking, besides that stage fear made him forget about topics or ideas that had been compiled and felt confused about what to do.

The Second external factor is lack of confidence. Everyone should have stable self-confidence to be able to socialize well. Meanwhile, the level of confidence in language users is very important to be able to convey their ideas without fear and anxiety. The factor of lack of insight into a topic of discussion may be the cause of the lack of self-confidence in students. This is because these students do not have the knowledge or master the topic of the discussion. Meanwhile, another factor that allows anxiety is when a student is unsure of his or her abilities and is worried about the opinions or judgments of others, especially if you get attacks or use harsh sentences and argue.

The third internal cause of the students' anxiety in speaking English is shyness. Shyness is part of a personal psychological problem. However, not all students have the talent to communicate well naturally. Rajitha & Alamelu (2019), in their research, found that a student said fear and shyness as also the factors of their anxiety. A student from another also said that "I am feeling shy to speak or communicate with others", "shy to speak", "I know English, but shy is the number one problem"; "Fear also". Further explanation, with the emergence of embarrassment in an individual, this will cause

anxiety when someone communicates so that it hinders their development in obtaining the target language. This statement is relevant to the opinion of Baldwin (2011) which states that one of the phobias often experienced by students is when they have to speak in public and

Besides all those factors cause anxiety. The learner must overcome the problem so communicating can run well. Kondo and Ying-Ling (2004) stated that there are five strategies can reduce anxiety in language, especially to reduce students' anxiety when performing in front of the class, namely: preparation, relaxation, positive thinking, making friends and resigning. The first strategy is preparation. There are some things can be done reducing anxiety through this strategy such as studying hard, make a note, and write key points what want to said in the presentation. All of these must be done by the speakers especially the students in order to achieve a target. By applying this strategy, it is hoped that students can improve the subjective mastery of the material and reduce anxiety associated with language classes. With preparation, students will be accustomed to training themselves to face the conditions so that they can prepare all the things needed when facing situations such as taking a test or a performance.

Moreover, the strategy of relaxation is to reduce the symptoms that arise due to anxiety that is felt by a person. One of the relaxation activities that can be done is to take a deep breath, pray, and drink water. Praying to God is also one way to calm the mind. Trying to calm you down with this strategy can make the body relax and calm than before. This breathing activity is good for students to do when they feel anxious in the classroom. Thus, students can practice it by sitting quietly in the chair, then taking a long and slow breath, hold for four or five seconds, and release slowly. This breathing exercise is great for converting negative energy into positive energy. So, the more relaxed, the more anxiety you will lose.

Positive thinking is the third strategy that aims to divert attention from stressful situations faced by students towards positive and fun thinking. An example is imagining you giving a great performance, trying to enjoy the tension, and thinking that things can go as expected, thus bringing help to

anxious students. Every student needs to think positively to realize that everyone makes mistakes in learning the language. It is important to realize that mistakes are also part of the language learning process and perfection is not a condition for success in language learning.

The fourth strategy is peer seek or making friends. This strategy is different from the willingness of students to look for other students who seem to have difficulty understanding the class to control their anxiety. For students feeling anxiety, realizing that others are experiencing the same problem can serve as a source of emotional regulation through social comparisons.

The last strategies are resignation. This strategy aims to avoid yourself from a problem. This is indicated by students running from problems and refusing to engage in activities that aim to minimize the impact of anxiety by refusing to face problems. Some of the actions in this strategy are to give up, and students choose to sleep in class. This strategy is considered to be very extreme in the form of accepting reality to reduce stress and tension. The students choose to give up and don't want to try after failing for fear of being more stressed than before. This strategy will only provide a temporary solution and then the students will have to face a bigger problem which allows them unable to master the second language properly that may also fail the test. To conclude, there are many factors that trigger anxiety in students. Through the above efforts, it is hoped that students can avoid various forms of anxiety. Also, students are expected to improve language abilities and become physically and psychologically healthy individuals who in the aim can demonstrate better ability in English.

RESEARCH METHOD

This research was conducted using descriptive qualitative design since this research did not give any treatment to the text meanwhile the data is natural setting and the researcher is the key instrument. The population of this research was the first semester students of business administration major and the sample was thirty students of 1B class

at Kupang State Polytechnic which is located on Jl. Adicsucipto Penfui Kupang.

The data were obtained through an interview sheet. Thirty students were selected as the source of the data to answer the factors of the students' anxiety in speaking English and how to cope th anxiety in speaking English. This research used the interactive Model Technique of Miles and Huberman in analyzing the data which are consisted on data reduction/condensation, data display, and conclusion drawing / verification.

RESULTS AND DISCUSSION

The first research question of this study deals with the most dominant factor of the students' anxiety in speaking English. Anxiety is an anxious feeling or nervousness when facing certain situations which they think are scary situations, such as during job interviews, class presentations, speaking in front of many people, and doing things they think they can't. Rajitha & Alamelu (2019), in their research, found some causes of anxiety in speaking English, namely external factors and internal factors. The external factors are the language, grammar, pronunciation, and peer. Meanwhile, the internal factors are stage fear, lack of confidence, and shyness. Dealing with the theory, this study found that the most external dominant anxieties of the students in speaking English were grammar and pronunciation which have same percentage 46.7 % and followed the Peer were 6.6 %. While the internal anxiety was dominated in lacking the confidence 73.3 % and fear 26.7%.

Grammar and Pronunciation were the most external dominant anxieties in speaking English. The students thought that grammar was a complex problem because it affected to the listener's comprehending. Having a bad grammar gave a wrong comprehending to the listener. It was considered a difficult thing in forming the utterenced sentences based on the good grammer so the students felt anxious in speaking English. The anxiety appeared if the students felt they still had a low ability in pronouncing the English words. The wrong pronunciation gave the other meaning so the students

tended to pronounce all the words carefully and felt anxious if their words had a wrong pronunciation. Besides the most two dominant factors above, the students felt fearful if their friends mocked them when they did a wrong thing in front of the class.

In the internal anxiety, the students admitted that they were lack of confidence because they were not good in speaking English. The previous external factors of the anxiety gave big effects in conveying the English sentences well. Having weakness in grammar, pronunciation and peer gave big effect to confidence and fear.

The second question of this study is the way of the students cope the anxiety in speaking English. Based on the theory of Kondo and Ying-Ling (2004) stated that there are five strategies can reduce anxiety in language, especially to reduce students' anxiety when performing in front of the class, namely: preparation, relaxation, positive thinking, making friends and resigning. After doing this study, the researcher found that the students tended to cope their anxiety by having a good preparation, positive thinking, relax, and resigning. Making friends was not founded in this study. Having good preparation was a solution to overcome the students' anxiety. The students thought that the external and internal factors of the anxiety could be covered by having good preparations such as memorizing all the sentences which want to conveyed, writing all the points, trying to speak in front of mirror.

Positive thinking was a solution to cope the students' anxiety too. The students gave a trust to themselves by saying " I can give the best ". Beside of those, relaxing before speaking English helped to lack of nervousness such as take a deep breath, drink a water, and did a small joke. For the last, resigning was done by the student such as giving up without willing to speak in front of the class.

CONCLUSION

After analyzing the data, the conclusions can be stated as the following:

1. The most dominant anxieties of the students found in speaking English were grammar and pronunciation which have same percentage 46.7

% and followed the Peer were 6.6 %. Especially, the language was not found as the factor that caused the students' anxiety in speaking English because it was an international language which must be learnt by all people in the world. While in the internal anxiety was dominated in lacking the confidence 73.3 % and fear 26.7%.

2. The ways of students in cope the anxiety in English Speaking was thorough having good preparation, positive thinking, relax, and resigning. Making friends was not founded in this study

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