

SPEAKING ANXIETY LEVEL OF EFL STUDENTS AT TENTH GRADE OF SENIOR HIGH SCHOOL 2 LUBUK SIKAPING

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ABSTRACT

This research has been done because the researcher found some problems in speaking at the tenth grade at SMAN 2 Lubuk Sikaping. The first problem was the students nervous when they were asked to speak up. The second problem was the students had lack of confidence. The third problem was the students had a felt panic when their teacher gave test. The last problem was the students felt afraid the teacher inform the score of the meeting. This study aimed to find out the speaking anxiety level at tenth grade SMAN 2 Lubuk Sikaping. The design of this research was a descriptive quantitative research. The population of this research were tenth grade students that consist of 134 students. The students were divided into four classes. The researcher took 25 % of the population by using random sampling technique to determine the sample because the population is more than one hundred students and there are 34 students of this research. To collect the data, researcher used questionnaire to find out speaking anxiety level of the students. The result researcher found the data there were 3 components of speaking anxiety. The consist of communication apprehension, test anxiety and fear of negative evaluation. It was found that 89 total score of the students had moderately low anxiety level in communication apprehension. Then 94 total score of the students had moderate anxiety level in test anxiety. The last result found that 88 total score of the students had moderately low anxiety level in fear of negative evaluation. In conclusion, the students speaking anxiety level at the tenth grade at SMAN 2 Lubuk Sikaping based on those three components above was 90 total score which mean the students anxiety level in speaking was in moderate level.

Keywords : *Speaking Anxiety, Level Anxiety*

INTRODUCTION

Speaking is important skill for students because it is a verbal productive skill that is useful in communication. Some of the students assumed that speaking is considered as one of skills that make the students, afraid to speak in front of public. It is caused the students speak with in correct grammar and vocabulary. Speaking is consider as the most difficult skill for the students. Nunan (2013) states that many people feel speaking in new language is harder

than reading, writing, or listening". From that the statment it could be seen that speaking is harder than other subject, because the students still worry make mistake. Nunan (2013) said that the speaking is harder because of two reasons. "First, unlike reading or writing , speaking happens in real time, ussually the students are talking to waiting for the other to speak well. Second , when the students speak, students cannot edit and revise what students wish to say, as the students are writing." It means that speaking isa spontaneous action that happen when someone want to say what they are thinking, it is considered as the most difficult skill for the students bacause in speaking, student have to speak and say what they are going to express but they can not speak well.

The students can not speak well because the student feel confuse and sometime because of English is not their mother language for them. They feel anxiety, it is called language anxiety. Luo (2013) stated Language anxiety is the problem when the students feel fear they going to practice their English. Ansari (2015) said that foreign language anxiety are psychological, behaviorial, and knowledge related responses that accompany an individuals feelings as result of his or her own negative expectation and failure in term of negative performance related to foreign language learning. It means that studentshad different psychological condition when they speak. Ansari (2015) states that anxiety is a negative way to present human feelings. There are three reasons when students are anxious, first they feel nervous, second they feel worried, and last is they feel fearful. This from that conditions above the students get a self confidence's crisis and give negative effect for their ability in speaking.

Many students assumed that speaking is an anxious activity especially when students should speak in front of class. Zhiping & Paramasivam (2013) states, that anxiety is a word someone use to describe feelings of unease, worry and fear. It incorporates both the emotions and the physical sensations someone might experience when someone is worried or nervous about something. Although someone usually find it unpleasant, anxiety is related to the fight or flight response – students' normal biological reaction to feeling threatened. It means when the students face with this situation they feel very anxious.

Researcher had conducted preliminary research through observation and interview on September 3th 2018 in SMAN 2 Lubuk Sikaping. From the observation and interview which was done by the researcher, the problems are the students said that speaking was difficult subject for them and the teacher said the students also difficult to speak. The first problem was many students felt nervous when they asked to speak up. They told that they had the ideas on their mind, but they felt difficult to expressed it orally because of their nervousness.

Most of them got panic when they asked by the teacher to speak in front of the class. Even if they had to choose between writing or speaking, they prefer writing in their opinion, in writing test they could answer question by guessing their own answer. Even though their own answer false, the examiner would not judge them directly.

The second problem was the students unable to expressed their idea because of students lack confidence. Students lack confidence usually occurred when they relied their partner did not understand what are they talked about in conversation. In this case, they tend to keep silence rather than keep speaking English.

The third problem revealed during observation that students felt panic when the teacher gave test. They worried to get bad score that broke their self confidence in front of their classmate. The last problem the students fear if the teacher informed the score they got directly after the meeting. Based on the result of interview some students who fear to be scored when speaking English. The teacher said that, the students shy speaking in the class, so this situation make the students not active in the classroom.

Based on the problem above, the researcher was interested to conduct a research under the title “Speaking Anxiety Level of EFL Students at the tenth grade of SMAN 2 Lubuk Sikaping”. Hopefully this research will give positive contribution to the learning process in the classroom.

METHOD

This research had been done at the tenth grade SMAN 2 Lubuk Sikaping year 2019/2020. The researcher chose this class because they had learned speaking. The design of this research was descriptive quantitative research. There were four classes of tenth grade. There were one hundred thirty four (134) students at the tenth grade. There are some techniques to determine sample in the research. In this research, researcher used random sampling, because the population is more than one hundred students. The instrumentation in this research was questionnaire. Questionnaire adopted from (HORWITZ et al., 1986) it were 33 item. The researcher translated questionnaire from English language to Indonesia language to made the students easier to answer. Therefore, Tran (2012) states the points were summed up by adding each answer point of each statements, the score of students anxiety scale would range from 33 to 165. Some of levels started from; very low anxiety, moderately low anxiety, moderate anxiety, moderately high anxiety, and high anxiety.

FINDINGS AND DISCUSSION

The findings which through description and analysis of data collection from questionnaire to answer the research question, “What was the speaking anxiety level of EFL at tenth grade SMAN 2 Lubuk Sikaping?”. The sample were students of SMAN 2 Lubuk Sikaping who learnt speaking subject. The total participants were 34 students.

This part describe about the data and the result of students speaking anxiety level. The data was collected from the tenth grade students of SMAN 2 Lubuk Sikaping in academic years 2018/2019. The researcher described the finding and discussion about students speaking anxiety level.

In this research, the researcher collected the data from questionnaires. The students were asked to answer questionnaire. The students were given 45 minutes to answer questionnaire. According to Tran (2012) there are 33 item and three component in speaking anxiety, the first component is communication apprehension, the second component is test anxiety and the last component is fear of negative evaluation. The data below is the distribution of students’ speaking anxiety level.

Table 1. Speaking of Anxiety Scale

No	Components of Speaking anxiety	Score	Level
1	Communication apprehension	89	Moderately low anxiety
2	Test anxiety	94	Moderate anxiety
3	Fear of negative evaluation	88	Moderately low anxiety
	Total = $89 + 94 + 88/3$	90	Moderate anxiety

The table above shows that the score and level of students based on three component. The component were divided into three which are: communication apprehension, test anxiety, and fear of negative evaluation. The total score of Communication apprehension was 89 it means the students had moderately low anxiety level in speaking. The total score of test anxiety was 94 it means the students had moderate anxiety level in speaking. The total score Fear of negative evaluation was 88 it means the students had moderate anxiety level in speaking. Therefore, in conclusion the students at SMAN 2 Lubuk Sikaping had speaking anxiety level was moderate anxiety.

Finally based on the explanation of the research above, the researcher find out 3 components of speaking anxiety. Which are According to Sangrawee Donkaewbua (2016)

communication apprehension, test anxiety and fear of negative evaluation. The first communication apprehension is characterized fear of anxiety in communicating with people, such as difficulty in speaking public. This type of anxiety in learning language is derived from the learners personal knowledge that they will have difficulty understanding other and making themselves understood. It means feeling of fear the impact to communicate with other people. In this case, the students who have problem in speaking in group usually have difficulties in speaking in foreign language class. The students have less of control in communicative situation. Thus, it influences their speaking performance. The researcher got the result of the data was 89 it means, the students had moderately low anxiety level.

The second test anxiety is a type of performance anxiety which caused fear of failing a test. Lucas (2011) stated that test anxiety is when the students worry to fail in the test. The students who feel anxious in test of foreign language class may get difficulty test and quiz in the test. Even, the students prepared often make error in the test. The researcher got the result of the data was 94 it means, the students had moderate anxiety level.

The last Birjandi & Alemi (2010) stated Communication apprehension is individuals level of fear or anxiety associated with either real or anticipated communication with other person. It means the students usually do not feel easy communicating in the foreign language among other people, because students needed to use their listening and speaking ability. So, this condition make students fear to speak in the class, because their assumed that other students laughed when their make mistake. The researcher got the result of the data was 88 it means, the students had moderately low anxiety level.

In conclusion, it was found that the students anxiety level in speaking based on three components was in moderate level. Therefore anxiety level of students in speaking based on three components were: communication apprehension, test anxiety, and fear of negative evaluation were 90 was in moderate anxiety level. Thus, it indicated that many students had moderate level anxiety in speaking but, the result of study shows that the students value in speaking was not complete.

CONCLUSION AND SUGGESTION

The result researcher find the data explained that, there were 3 components such us : communication apprehension, test anxiety and fear negative evaluation. The first communication apprehension based on the result of the research, it was found that students had moderately low anxiety level in communication apprehension, the second test anxiety

based on the result of the research, it was found the students had moderate anxiety in test anxiety, and the last was fear of negative evaluation based on the result of the research, it was found that the students had moderately low anxiety level in fear of negative evaluation. In conclusion, the students SMAN 2 Lubuk Sikaping had moderate anxiety level in speaking

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