AN ANALYSIS OF THE FACTOR OF SPEAKING ANXIETY OF THE TENTH GRADE STUDENTS AT SMAN 1 TEMBILAHAN

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ABSTRACT

The phenomenon of anxious students often occure in the process of learning English, especially in class. Where students feel scared and embarrassed when speaking English. The purpose of this study was to determine the extent of the factor of students anxiety level when speaking english at SMAN 1 Tembilahan. This research design is the descriptive quantitative and the research instrument is questionnaire, containing 10 statements, and the total population was 313 people, and the sampling technique in this study is the purposive sampling which was the students of class X-9 at SMAN 1 Tembilahan. Based on the result of calculating student responses to 10 questionnaire statements, There were several factors that make students got speaking anxiety, such as the learner beliefs about language learning where it is placed 212,5 of amount, that it was in very high position, the next factor is Instructor beliefs about language teaching where it is placed 137 of amount, that is was in high position and the next factor is personal and interpersonal anxieties, classroom procedures, and language testing where it is placed 107,2, 104,5, and 110 of amount, that is was in average position. The result indicate that student's speaking anxiety of the Tenth Grade Students at SMAN 1 Tembilahan was 134,3. Based on the result of the research that student's speaking anxiety of the tenth grade students at SMAN 1 Tembilahan is in categorized high level. Based on this analysis, it was conclude that the level of students' anxiety was still unable to manage their own speaking anxiety.

Keywords: *Anxiety, Speaking*

INTRODUCTION

Language is the expression of ideas by means of speech-sounds combined into words. Words are combined into sentences, this combination answering to that of ideas into thoughts (Henry Sweet, 2017: 36).English is the first foreign language that is considered important for the purpose of accessing information, absorption and development of science technology, arts and culture and fostering

relations with other nations (Kasihani, 2018: 43)

Speaking is one of the most important skills that need to be developed by English language students. Students are asked to practice English in everyday life, especially in class. Learning to speak can help the students to make a habit and being fluency in speaking. They can improve their speaking skill, because by getting use to speaking will contribute greatly to improving students' ability to speak English (Putra, 2018: 23). (Richard, 2016: 11) adds that learners often evaluate their success in language learning as well as the effectiveness of their English course basis of how much they feel they have improved in their spoken language proficiency. It means that speaking is one skill of language development that should be mastered by the target language.

The phenomenon of anxious students often occure in the process of learning English, especially in class. Where students feel scared and embarrassed when speaking English. Speaking is not an easy skill to be mastered. Feeling anxious is one of the biggest effect that contribute the low speaking ability for the studetns. When student try to speak they are hesitate because of worry to make a mistake, so they choose don't speak anything. This research was executed to determine the extent of the factor of students anxiety level when speaking english at SMAN 1 Tembilahan.

LITERATURE REVIEW

Speaking

Definition of speaking

According to (Nunan, 2018: 48) Speaking is the productive aural/oral skill. It consists of producing systematic verbal utterances to convey meaning. Teaching speaking is sometimes considered a simple process, commercial language schools around the world hire people with no training to teach conversation. Although speaking is totally natural, speaking in a language other than our own is anything but simple.Meanwhile (Brown in Utomo, 2018: 45) also stated that speaking is an interactive process of constructing meaning that involves producing, receiving and processing 11 information. Speakers require that speakers not know how to

produce specific point of language such as grammar, pronunciation, but also that understand when, why and what ways to produce language.

Based on statements above, the researcher concluded that speaking is the way people exchanges information, convey a message or ideas orally. Speaking has some skill such as vocabulary, pronunciation, accuracy and fluency.

Types of classroom speaking performance

Imitative

Imitative speaking is kind of practicing an intonation or trying to pinpoint a certain vowel sound.

Intensive

Intensive speaking is one step beyond imitative to include any speaking performance that is designed for practicing some grammatical aspect of language.

Responsive

Responsive speaking was meant by being able to give replies or answers to the question or comment in meaningful and authentic one.

Transactional (dialogue)

Transactional here was meant to the students be able to conveying or exchanging specific information in an extended form or responsive language.

Interpersonal (dialogue)

Interpersonal speaking purposed to maintain social relationship than for the transmission of fact about information.

Extensive (monologue)

Extensive speaking here mostly in the form of monologue, in the practice, the advance levels are called on to give extended monologue in the form of oral reports, summaries, or perhaps short speeches.

Five indicators of speaking

Comprehension

For oral communication, it certainly requires a subject to respond, to speech

as well as to initiate it.

Grammar

It is needed for students to arrange a correct sentence in conversation.

Vocabulary

Vocabulary means the appropriate diction which is used in communication.

Pronunciation

Pronunciation is the way for students" to produce clearer language when they speak.

Fluency

Fluency is the ability to read, speak, or write easily, smoothly and expressively.

Anxiety

Defenition of anxiety

According to (Suleimenova, 2018: 43) anxiety is defined as distress or uneasiness of the mind caused by fear of danger or misfortune. General anxiety is the excessive and exaggerated worry about everyday things. Meanwhile (Ansari , 2019: 21) stated that anxiety is a negative way to present human feelings. When we are anxious, we feel nervous, worried, and fearful. We struggle, tremble, perspire, and our hearts beat quickly. Based on statements above, the researcher concluded that anxious is a feeling distress, nervousness, shyness, worried, fearful of something bad happened.

The Indicator of Anxiety

Personal and Interpersonal Anxieties

The probably issues that are most commonly cited and discussed source of language anxiety are Personal and interpersonal

Learner beliefs about language learning

Certain beliefs about language learning also affecting the students' tension and frustration in the classroom (Horwitz et al, 2019: 33).

Instructor beliefs about language teaching

According to (young , 2019: 428) instructor beliefs about language teaching are a further source of language anxiety.

Classroom procedures

Many learners feel that some error correction is necessary (Koch & Terrel in Horwitz, 2022: 11), the manner of error correction is often cited as provoking anxiety.

Language testing.

This would lead to other psychology stresses, such as the fear of losing selfconfidence or feeling inferior to others.

RESEARCH METHOD

This research applied descriptive quantitative research, According to Creswell (2018:21), the descriptive research design is a study that describes the characteristics of a population or phenomenon being studied. This research conducted at the tenth grade of SMAN 1 Tembilahan, it is located on Jl. Keritang . This research took on 27 Mei 2024.

The population chose from nine classes of The thenth grade students SMA Negeri 1 Tembilahan. In this research, the researcher used purposive sampling as the technique The amount of students in the thenth grade   approximately   313 students and it devided into nine classes.Therefore the researcher choosed the population for the research   that all of at SMAN 1 Tembilahan. And In this research used questionnaire. The data collection techniques of this research collected by giving questionnaire of students' speaking anxiety. Total the questions were 10 statements, made up based on the indicators.

The population of this study was the tenth grade students of SMAN 1 Tembilahan Consist of nine Classes:

Table 1. Population

No	Class	Sample
1	X.1	35
2	X.2	36
3	X.3	35
4	X.4	35
5	X.5	35
6	X.6	35
7	X.7	35
8	X.8	34
9	X.9	35

Table 2. Sample

No	Class	Sample
1	X9	35

Widyoko's model (2017: 109) explains that the data gathered can be analyzed by counting the score amount based on every score from the respondent. Finding the highest score : The amount of the highest score from every question time to the amount of the subject. 5 x 35 = 175 (the highest score). Finding the lowest score : The amount of the lowest score from every question time to the amount of   the subject.1 x 35 = 35 (the lowest score). Finding the interval : Interval = 175 (the highest score) – 35 (the lowest score) = 140 : 5 (class interval). Finding the mean score To identify how is factor of speaking anxiety, all of score the statements   should be added and divided with the amount of the statements. Then, the result can   be claimed as the level of factor speaking anxiety. Σall of the score of the statements = Σall of the statements = mean score
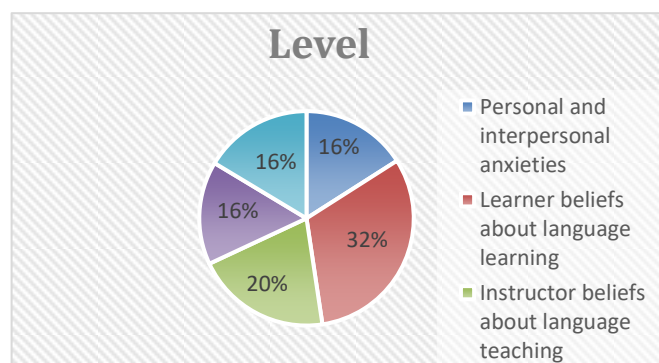
Table 3. Factor of students speaking anxiety

Score level	Level of speaking anxiety
150-178	Very high
121-149	High
93-120	Average
64-92	Low
35-63	Very low

FINDINGS AND DISCUSSION

There were several factors that make students got speaking anxiety, such as the learner beliefs about language learning where it is placed 212,5 of amount, that it was in very high position, the next factor is Instructor beliefs about language teaching where it is placed 137 of amount, that is was in high position and the next factor is personal and interpersonal anxieties, classroom procedures, and language testing where it is placed 107,2, 104,5, and 110 of amount, that is was in average position, the student of SMAN 1 Tembilahan was still not be able to manage their speaking anxiety by themselves.

**Table 4. The Indicator of Factor speaking anxiety
at the tenth grade SMAN 1 Tembilahan**

No	Indicators	Amount	Level
1	Personal and interpersonal anxieties	107,2	Average
2	Learner beliefs about language learning	212,5	Very high
3	Instructor beliefs about language teaching	137	High
4	Classroom procedures	104,5	Average
5	Languge testing	110	Average

From the result of the questionnaire above, it was found that the factor of speaking anxiety of the tenth grade students SMAN 1 Tembilahan is   in   average level. It is because the mean score off all the questionnaire statement was 117,3 where it is placed between 93-120 of interval score. This interval showed that it was in average position. They were still afraid and hesistant to speak English. It

can be interpreted that the students' of SMAN 1 Tembilahan were still not be able to manage their speaking anxiety by themselves. From the indicators above, the highest factors causing anxiety is the learner beliefs about language learning where it is placed 212,5 of amount, that it was in very high position, Certain beliefs about language learning   also affecting the students' tension and frustration in the classroom (Horwitz et al, 2019: 33). (Young ,2018: 55) also stated that learner beliefs about   language learning can contribute greatly to creating language anxiety in students.communication, travelling to country a country where the language is spoken, translation or making friends. The next factor is Instructor beliefs about language teaching where it is placed 137 of amount, that is was in high position, According to (young, 2019: 428) instructor beliefs about language teaching are a further source of language anxiety. Instructor beliefs about language teaching can also become a source of creating language anxiety among L2 learners. The next factor is personal and interpersonal anxieties, classroom procedures, and language testing where it is placed 107,2, 104,5, and 110 of amount, that is was in average position.

CONCLUSION

This research was aimed to investigating the students' that the factor of speaking anxiety of the tenth grade students SMAN 1 Tembilahan. To answer this phenomenon or the problem the researcher used questionnaire as research instrument. There were 35 students at the tenth grade SMAN 1 Tembilahan as sample for this research, after conducting a research and getting the data, the researcher concludes that the students' speaking anxiety is in average level. There were several factors that make students got speaking anxiety, such as the learner beliefs about language learning where it is placed 212,5 of amount, that it was in very high position, the next factor is Instructor beliefs about language teaching where it is placed 137 of amount, that is was in high position and the next factor is personal and interpersonal anxieties, classroom procedures, and language testing where it is placed 107,2, 104,5, and 110 of amount, that is was in average position, the student of SMAN 1 Tembilahan was still not be able to manage their

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