

THE IMPACTS OF SPEAKING ANXIETY ON STUDENTS' LEARNING PROCESS

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Abstract

This study aims to determine the level of student anxiety from the factors that cause anxiety and the impact of speaking anxiety on the student learning process at SMA Negeri 1 Parepare. This research applied mixed methods research design. The data were collected from the questionnaire and interview. The subjects of this study were second-grade students in science and social students. The questionnaire was conducted on 96 students and the interview was conducted on 9 students. Based on data analysis, it was found that the percentage of the Foreign Language Class Anxiety Scale (FLCAS) questionnaire on internal and external factors of students' speaking anxiety in the learning process was 1 student (1,04%) at a very anxious level and 10 students (10.42%) at the level of anxiety. while the other 59 students (61.46%) were at a mildly level of anxiety. 23 students (23.96%) were at the relaxed level, and 3 students (3.13%) were at the very relaxed level. The results of this study indicate that the average score of students' speaking anxiety as a whole is at a mild level of anxiety, with an average score of 78.43. The impact of speaking anxiety on the student's learning process is due to the low motivation of students to learn in English, lack of vocabulary, lack of knowledge of grammar, lack of pronunciation, never having practiced speaking in English, lack of opportunity to speak in front of crowds, and nervousness. This has a negative impact on students by causing them to be blank, stuttering, afraid, nervous, and anxious.

Keywords— *Impact, Anxiety, Speaking Anxiety, Factors.*

INTRODUCTION

Speaking is one of the integrative skills in teaching-learning English, because of it, students should mastery those integrative skills. In practice, however, it becomes the most difficult skill for students to master. Integrative skills are taught in the new curriculum (K13). Listening, reading, speaking and writing are the four integrative skills in learning a foreign language.

The goal of English learning in Indonesia is to be able to communicate orally and in writing with one another. As a result, students are expected to communicate effectively in English. However, this condition does not correspond to reality. English is a very popular language that is spoken and learned by almost everyone in the world. In everyday life, one of the most common ways for people to interact with others is through speech.

Every day, humans are confronted with a variety of situations or events that can precipitate the emergence of anxiety. For example, unexpected exams, assignment presentations, being late for class, work deadlines, and so on. Anxiety is an emotional state that is uncontrollable by a person's body, mind, or behaviour. Actually, anxiety is a natural reaction that anyone can have in response to potentially threatening or dangerous situations. Even if they are anxious, students lose concentration, panic, become nervous, and go blank. However, if the anxiety is excessive and out of proportion to the threat, it can lead to a disorder that limits an individual's ability to lead a normal daily life.

In reality, the researchers observed a high number of students who were anxious, afraid, unsure, or embarrassed, among other things. They lose concentration and lack vocabulary, grammar, and pronunciation when given the opportunity to speak and express themselves in front of a large group of people. Anxiety can have an impact on one's learning process, either positively or negatively. Anxiety has the potential to degrade learning quality by interfering with the learner's intellectual and psychological well-being. Anxiety, on the other hand, may increase students' motivation to learn by creating a sense of pressure. Their anxiety affects their command of the English language significantly.

LITERATURE REVIEW

1. Speaking

The teaching and learning of English are crucial since all skills may be improved. On the other side, speaking English is usually recognized as a crucial ability when utilizing it. Henry G. Tarigan (1981:15), speaking is the act of expressing ideas, opinions, and feelings through the use of words or articulatory sounds. McDonough and Shaw (2003: 134), "speech is desire and purpose-driven; in other words, communication is important to achieve a desire and purpose." Perhaps only in this manner can students express their ideas and opinions, as well as establish and maintain social relationships.

2. Anxiety

Anxiety is an emotional state that occurs in the psychology of a person. Anxiety is the most common mental disorder, and it is associated with mood, thinking, behavior, and physiological activity disturbances. Furthermore, an individual's level of fear connected to actual or prospective spoken communication with another person, according to Scovel (1978). Feeling tense, concerned, frightened, or afraid when speaking, listening, reading, or writing in a foreign language is classified as anxiety.

3. Characteristic of Anxiety

American Academy of Child and Adolescent Psychiatry. There are two the characteristics of anxiety, namely:

a. Positive Characteristics

Usually, the positive aspects of anxiety arise when the situation is objective and self-assessed based solely on what has actually been accomplished. Outgoing personality, punctual, proactive, high-achieving, active, helpful, and loyal in relationships are some positive characteristics of anxiety.

b. Negative Characteristics

Inside this case of negative characteristics anxiety, when thoughts of individuals who overthink, need to do repetitive things, nervous habits when speaking in public so that it can cause anxiety. This greatly affects the mental and fluency of speech some students.

4. Definition of Speaking Anxiety

Speaking anxiety was defined by MacIntyre (1996) as the anxiety and unfavorable emotional response that come with learning and using a second language. Speaking anxiety and its potential impact on language learning are discussed by Lightbown and Spada (1999). Speaking anxiety frequently results in failure when one is unwilling to speak out and exhibit what they know, according to speech therapist Margaretha Lanerfeldt (1992), who found that it has a substantial effect on one's self-confidence.

5. The Factors Affecting the Students Speaking Anxiety

The two types of anxiety factors are psychological and physiological. Internal and external forces make up the two groups. A wide range of things might make someone anxious. Ernawati and Fatma (2012), internal and external factors both have an impact on students' anxiety.

a. The Internal Factors

Internal factors consist of:

- 1) Fear of Mistake
- 2) Shyness
- 3) Lack of Confidence
- 4) Lack of Motivation

b. The External Factors

External factors consist of:

- 1) Language Factor
- 2) Pronunciation Factor
- 3) Lack of Vocabulary
- 4) Lack of Grammatical
- 5) Peer Factor
- 6) The equipment which is needed in learning to speak

6. Impact of Speaking Anxiety

In his research, Khan (2005) contends that some of his students struggle psychologically when they talk. Students' performance in speaking skills is also influenced by psychological issues. Essentially, the students' anxious feelings will irritate them during the learning process. It influences their effort and performance in the target language. Almost all anxiety students think less clearly and make more mistakes than their peers. Furthermore, because the anxiety has affected them, causing them to worry and distract themselves from the learning process, they must work harder to complete the task. Spolsky & Hult (2008) states that generally linguistics consists of vocabulary, grammar, and pronunciation. These linguistics problems make many students speaking ability become poor.

METHODS

In this study, the researchers used mixed methods research. The type of basic mixed methods research design chosen by the researchers is the convergent parallel (QUAN - QUAL) design. Quantitative and qualitative data are considered equal, emphasizing the convergent parallel mixed-methods design, and the data are collected concurrently throughout the same study. The second grade of natural and social students at SMA Negeri 1 Parepare was the subject of this research. The total number of students who researched for the questionnaire was 96 second-grade natural and social science students. The students interviewed were selected randomly from each second-grade natural and social class. The researchers took a sample of 9 representatives of the subject.

The next step in this research is the data collecting technique that can be processed quantitatively. The total number of the questionnaire was 25 items. The external factor speaking anxiety contained 11 items and the Internal factor speaking anxiety contained 14 items. The researchers analysed quantitative data using Likert scale. There were several forms of Likert scale in this research, starting from strongly agree, agree, neutral, disagree, and strongly disagree.

Table 1. Questionnaire score with Likert scale

Statement	Scoring				
	Strongly Agree	Agree	Neither agree nor disagree	Disagree	Strongly Disagree
Positive	1	2	3	4	5
Negative	5	4	3	2	1

Table 2. Range Level of students speaking anxiety

Range	Level
120-144	Very Anxious
96-119	Anxious
72-95	Mildly Anxious
48-71	Relaxed
24-47	Very Relaxed

The formula to find out the mean score about the factors causing the students' speaking anxiety in learning process is as follows:

$$MX = \frac{\sum X}{N}$$

Descriptions:

Mx = mean

X = total of scores

N = number of sample

The percentage score was calculated by using the formula as follows:

$$P = \frac{F}{N} \times 100\%$$

Descriptions:

P = percentage = percentage

F = frequency

N = amount of sample

In this study, the researchers conducted a qualitative analysis of the interview data. The results of the interviews will be used to support the information gathered from the students. Miles & Huberman (1994) developed the following qualitative analysis process: data reduction, data display, and conclusion drawing.

RESULTS

This part discussed the finding of the research to answer the research questions.

The findings of this research are to identify the answer from the research questions which of to find out: (1) The factors causing students' speaking anxiety in learning process, and (2) The impacts of speaking anxiety on students learning process.

1. Results of the data factors students' speaking anxiety in learning process

a. Factor External

Table 3. My English pronunciation is poor. (Pronunciation)

No.	Opinion	Frequency	Percentage
1	Strongly Disagree	4	4,2%
2	Disagree	9	9,4%
3	Neutral	48	50%
4	Agree	28	29,2%
5	Strongly Agree	7	7,3%
Total		96	100%

Based on table 3, shows that 4 students (4.2%) said "strongly disagree," 9 students (9.4%) said "disagree," 51 students (53.1%) said "neutral," 28 students (29.2%) said "agree," and 7 students (7.3%) said "strongly agree." As a result, we can conclude that the majority of students at SMA Negeri 1 Parepare were neutral in *My English pronunciation is poor*.

b. Factor Internal

Table 4. I have a difficult time controlling my anxiety when speaking English.

No.	Opinion	Frequency	Percentage
1	Strongly Disagree	7	7,3%
2	Disagree	19	19,8%
3	Neutral	45	46,9%
4	Agree	17	17,7%
5	Strongly Agree	18	8,3%
Total		96	100%

Based on table 4, shows that 7 students (7,3%) said "strongly disagree," 19 students (19,8%) said "disagree," 45 students (46,9%) said "neutral," 17 students (17,7%) said "agree," and 8 students (8,3%) said "strongly agree." As a result, we can conclude that the majority of students at SMA Negeri 1 Parepare had a agree that *I have a difficult time controlling my anxiety when speaking English*.

2. Mean score the factors students' speaking anxiety in learning process

Table 5. Mean Score

Respondent	Total
96 Students	7530
Mean	78,43

The total of scores from class XI IPA 1, XI IPA 2, XI IPA 3, XI IPS 4 in external and internal factors speaking anxiety was 7530. The number of samples was 96 students, consisting of 4 classes. The mean score resulting from the factors that affected students' speaking anxiety was (78,43).

3. The mean score result is supported by distribution in the column below.

Table 6. The distribution of frequency and percentage score of students' speaking anxiety in learning process

Range	Frequency	Percentage	Category
120-144	1	1,04%	Very Anxious
96-119	10	10,42%	Anxious
72-95	59	61,46%	Mildly Anxious
48-71	23	23,96%	Relaxed
24-47	3	3,13%	Very Relaxed
Total	96	100%	

Table 6 above show that the frequency and percentage score of students' get different levels of anxiety in speaking. Out of 96 students, one student (1,04%) are in a very anxious level. Ten students (10,42%) are in the anxious level. The others 59 students (61,46%) are in the mildly anxious level. 23 students (23,96%) are in the relaxed level and three students (3,13%) who are at the level of very relaxed. It is possible to conclude that the students' speaking anxiety is overall in mildly anxious level with the average score 78,43.

4. Result of the interview on the impacts of speaking anxiety on students learning process

Based on the interview procedure, the researchers found several impacts of speaking. One of the questions asked during the interview was "What makes you feel anxious while speaking English in the classroom?" This question was intentionally asked to explore the impacts that have made students feel anxiety even if they have to speak English. When asked about the question, the students gave relatively similar answers. Generally, the impacts can be classified into some main issues: (a) Lack of English Ability, (b) Feeling Under Pressure when Dealing with People (c) Social Condition.

a. Lack of English Ability

The first reason for students' speaking anxiety during the learning process is a lack of English ability. The students stated that their English skills are still insufficient.

JF (17/2/2022)

"E, Vocabulary saya masih kurang..."

(E, my vocabulary is poor...)

"Pengucapan saya sedikit bagus, tapi perlu latihan lagi..."

(My pronunciation little bit good, but need to practice again...)

"Dan grammar saya masih kurang"

(And my grammar is still lack)

SAZ (17/2/2022)

"Biasanya salah kata, takutnya salah kosa kata"

(Usually wrong word, I'm afraid such as wrong vocabulary).

YRA (17/2/2022)

"Eee, vocabulary sih lebih kebanyakan vocabulary. Karena biasanya kalau kita tahu vocabulary, kita sudah bisa untuk merangkai kata-kata begitu sama grammar"

(Eee, mostly vocabulary and grammar. Because usually if we know the vocabulary, we can already arrange good words)

b. Feeling Under Pressure when Dealing with People

It is essential to be able to speak in public. This ability will help students communicate their ideas more effectively. However, not everyone is comfortable speaking in public.

SAZ (17/2/2022)

"Orang yang melihat biasa kak. Misalnya kalau orang lebih tua, salah juga vocabularynya biasa. takut salah"

(When other people see me, it makes me shy)

AA (26/3/2022)

"..... kadang langsung gugup ee kalau misalnya berbicara Bahasa Inggris depan orang banyak"
(... Sometimes I get nervous when I speak English in front of a lot of people"

YRA (17/2/2022)

"Kadang cemas kalau misalnya tiba-tiba ditanya secara mendadak begitu pasti cemas. Tapi kalau misalnya ditanya e berpikir sebelum ditanya pasti bisa kak."

(Sometimes when asked suddenly must feel anxious.)

c. Social Condition

Some of the impacts of speaking anxiety were caused by social conditions. This impact relates to how they interact with some people in their life such as their parents, friends, and their teachers.

SAZ (17/2/2022)

"Dimotivasi saja, bilang nda apa-apa ji sebenarnya untuk bicara nda apa-apaji sebenarnya kalau salah yang penting keberaniannya."

(To motivate the students, the teacher should say it's okay to speak up, it's okay if you are wrong. Most importantly courage.)

NMP (17/2/2022)

"Menurut saya pronunciation guru di pertegas lagi. Agar bisa di mengerti spelling-spellingnya apa yang guru bilang. Kadang juga salah tangkap. Dan dijelaskan lagi dalam Bahasa Indonesia."

(I think the teacher's pronunciation is emphasized again. In order to understand the spelling-spelling what the teacher said. Sometimes it's not understood too. And explained again in Bahasa Indonesian.)

AL (16/2/2022)

"Mungkin guru yang menjelaskan, jangan terburu-buru agar siswa juga bisa memahami setiap materi yang diberikan."

(Maybe the teacher explains it, don't be in a hurry so that students can also understand every material given.)

DISCUSSIONS

The researchers examined the findings concerning the problem statement in this research. According to the previous section's explanation, the information was gathered using the FCLAS questionnaire. The researchers divide the factors that affect the students' speaking anxiety into external factors that caused by surroundings and internal factors that caused by limited capabilities. The researchers found that the questionnaire and the table's arrangement of participant reply according to the Likert Scale. Likert scales provide the advantage of allowing for a range of opinions, including none at all, rather than just a straightforward yes/no response from the respondent.

From the results of interviews, the researchers found indicate that worry primarily has a detrimental effect on students' speaking abilities. 70 percent of students report having minor anxiety, based on their survey replies. However, the researchers found that when they asked students to participate in speaking activities without adequate preparation, the students froze and felt anxious. In her research, Padmadewi (1998) found evidence to support the idea that students experience anxiety in the classroom due to pressure from assignments or instructor directives that force them to speak in front of the class or spontaneously within a set amount of time. As a result, many students are still embarrassed or afraid of making a mistake when presentation in class or expressing their opinions. The students would become forgetful and unable to have a natural discussion. Many others would forget the things they had planned

when they were anxious. According to Chen & Chang's (2004) research, students who are anxious during performances in front of the class will produce fewer words, which can occasionally result in a mental block. The students admitted to feeling pressured to learn and speak English in general. They say that the vocabulary and grammar points taught by the teacher in class are sometimes too fast and difficult because students lack brainstorming and emotional encouragement while studying. The learning classroom atmosphere can be less conducive at times due to those who are slow to follow the course of the learning process and those who are quick to accept lessons. With the dominance of students with strong English skills, they lose motivation to compete and learn. Furthermore, the situation of learning English in the classroom appears frightening because the teacher focuses on the students and randomly assigns English questions to students. This concern has a significant impact on the level of anxiety experienced by students learning to speak English (Horwitz and Cope in Humphries, 2011).

CONCLUSIONS

Based on the factors that affected the students' speaking anxiety levels, obtained through statements in the research questionnaire, the majority of students in second grade at SMA Negeri 1 Parepare were at mildly anxious levels. Out of 96 students, 1 student (1,04%) is at a very anxious level. 10 students (10.42%) are at the anxious level. The other 59 students (61,46%) are at the mildly anxious level. 23 students (23,96%) are at the relaxed level and 3 students (3,13%) are at the level of very relaxed. The final result of this research showed that the mean score of the factors that affected the students' speaking anxiety was 78.43. Therefore, the students' speaking anxiety is overall mildly anxious. In the results of interviews conducted by the students, the researchers found that the impacts of speaking anxiety on students learning process is low motivation to learn in a foreign language. It has a negative impact on students by causing them to blank, stammer, be afraid, nervous, and stumble.

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