



## **An Analysis of the English Speaking Anxiety at the Eleventh-Grade Students of SMK Muhammadiyah 1 Palu**

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### **Article Info**

#### **Article history:**

Received 14 August, 2023

Revised 19 August, 2023

Accepted 12 October, 2023

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#### **Keywords:**

Speaking Skill;

Speaking Anxiety

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### **ABSTRACT**

An Analysis of the English-Speaking Anxiety of the Eleventh-Grade Students of SMK Muhammadiyah 1 Palu. This research aims to discover the factors that cause the eleventh-grade students of SMK Muhammadiyah 1 Palu to feel anxious about speaking English. This research employs a descriptive-qualitative design. In collecting data, the researchers used interviews and questionnaires. The data analysis is data reduction, data display, and data verification. From the data analysis, the research found the factors that cause students to feel anxious when speaking English: fear of being laughed at by others, mispronunciation, lack of vocabulary, fear of making mistakes, fear of speaking in public, lack of self-confidence, and low language skills.

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## **1. INTRODUCTION**

English plays an essential role because it is an international language. It affects education and other things. English is not strange because wherever you are, you can find English text, but it is just that some people do not know how to write, listen, read, and speak. In this case, the researcher focuses on speaking. Speaking is the process of pronouncing and saying a word in sentences that come from feelings, thoughts, and ideas. In addition to reading, writing, and listening being important aspects of learning English, speaking is also essential.

Speaking connects with communication. It is a process in which people can express ideas or what they want, verbally or non-verbally. When communicating, people must convey what is on their minds through their voices until it reaches the other person, one person, or many people. Speaking does not just mean saying words through the mouth (utterance), but communicating the message through words, according to (1). By speaking, people can communicate information and ideas, express opinions and feelings, share experiences, and mention social relationships by communicating with others.

The results of the first observations indicate that the anxiety experienced by students when speaking English in the classroom has a substantial impact on their performance during presentations, especially when they are in the process of learning to speak English. This study identifies several variables, namely speaking in front of the class, experiencing ridicule from peers, encountering incomprehensible input, the role of teachers, the level of trust among students, and the extent of preparation. The present study investigates the underlying causes of anxiety experienced by eleventh-grade students at SMK Muhammadiyah 1 Palu when speaking English. The primary objective is to identify the factors contributing to this phenomenon.

Based on the background, the researchers formulated the research question: what factors caused the eleventh-grade students of SMK Muhammadiyah 1 Palu to feel anxious about speaking English? The researchers identified the elements contributing to the anxiety experienced by eleventh-grade students at SMK Muhammadiyah 1 Palu when speaking English based on the background information and problem scope.

## 2. LITERATURE REVIEW

This chapter shows some theories related to the study as references and basic research. The first previous study was by (2). The title is "An Analysis of Students' Anxiety in English-Speaking Classrooms at the Third Semester Students of the English Department in Makassar Muhammadiyah University". The second previous study by (3) is titled "A Study on Students' Anxiety in Speaking English at the Fourth Semester of the English Education Study Programme at Muhammadiyah University of Palu". The similarities and differences between both previous studies are that anxiety was the main topic, and the first previous study analysed third-semester students. In contrast, the second previous study analysed fourth-semester students. The difference in this research between the first and second previous studies is the use of the technique, instruments, and research object.

The first previous study used a questionnaire as an instrument and data collection technique. The questionnaire is based on the final edition of the PSCAS (Public Speaking Class Anxiety Scale) by (4), and the research object is the third semester of English Department at Makassar Muhammadiyah University. The second previous study used the interview as an instrument, and the research object is the fourth semester of the English Education Study Programme at Muhammadiyah University of Palu.

According to (1), Speaking is a direct way for students to understand learning material, and it has become the primary source of language learning for students. The societal assumption is that if a student has high speaking abilities, it shows he has succeeded in learning the language, as (5) argued. In other words, it becomes a standard of measure for the students to identify whether they have achieved successful language learning. (6) states that speaking is an oral exchange in which individuals must negotiate meaning containing ideas, feelings, and facts. It might be argued that the ability to communicate is the reason people communicate with one another—to tell people about something they do not know or to learn something from others. They must be able to enunciate English sounds clearly by moving their lips, jaws, and tongue. Furthermore, learners must be conscious of the correct functional expression and grammatical, lexical, and cultural aspects required to represent the idea and be sensitive to the person to whom they speak and the situation in which the conversation occurs. Finally, learners must be able to adjust the direction of their thoughts based on the answers of others.

(7) stated that students must acquire numerous aspects of public speaking in order to become effective communicators. 1) There are several aspects of speaking that students must develop in order to be competent speakers. They are as follows: 1) connected speech; 2) expressive devices; and 3) lexicon and grammar. Therefore, provide a variety of phrases for different responsibilities, such as agreeing or disagreeing.

(8) defined five fundamental categories of speaking, namely, the imitative category, which refers to the capacity of students to imitate some aspect of language in order to focus on specific elements of language form rather than meaningful interaction. Intensive extends beyond imitative to include any speaking performance designed to train phonological or grammatical language components. Next, responsive: this area addresses learners' discussion in class. Then, interactive is a complex interaction that may involve multiple exchanges and participants. The last, extensive, refers to students at the intermediate to advanced level who may be required to deliver long oral reports, summaries, or narratives.

According to (6), the following are some of the factors that make speaking difficult: 1) Clustering: phrasal rather than word-for-word fluency in speaking. Learners can organise their output both cognitively and physically (in breath groups) by using such clustering. 2) Redundancy: through language redundancy, the speaker has the opportunity to explain meaning. This component of spoken language can help learners. 3) Reduced Forms: contractions, elisions, reduced vowels, and so on all pose unique challenges in teaching spoken English. Students who do not master colloquial contractions may develop a stilted, scholarly manner of speaking, which stigmatises them. 4) Variables of Performance: One advantage of spoken language is that the process of thinking while speaking allows for some performance hesitations, stops, backtracking, and adjustments. It is feasible to educate students on how to pause and hesitate. 5) Colloquial Language: Make sure your pupils are familiar with colloquial language terminology, idioms, and phrases, as well as experience producing these forms. 6) Rate of Delivery: The rate of delivery is another distinguishing feature of fluency. One of your responsibilities as a spoken English teacher is to help students acquire a suitable tempo as well as other aspects of fluency. 7) The most essential parts of English pronunciation are stress, rhythm, and intonation. The stress-timed rhythm and intonation patterns of spoken English express crucial meanings. 8) Interaction: Learning the formation of language waves in a vacuum without participants would deprive speaking intelligence of its most crucial component: conversational negotiating savviness.

Anxiety is one of the psychological phenomena that has sparked the most investigation. Anxiety happens in the body as a reaction to a particular scenario. Anxiety is commonly defined as a sense of threat, anxiety, tension, or worry. The researchers have found a lot of definitions for anxiousness. According to (9), anxiety is a physiological, behavioural, and psychological response all rolled into one. Anxiety can cause body symptoms such as rapid heartbeat, muscle tension, nausea, dry mouth, or perspiration. It can impair the ability to behave in a behavioural case. Anxiety is a subjective feeling of apprehension and uneasiness. It can lead people to feel distant from themselves and even frightened of dying or going insane in its most extreme

form.

According to (10), anxiety is a feeling of worry or apprehension that is followed by physiological symptoms such as increased heart rate, sweaty hands, and stomach tightness. Furthermore, when someone has an anxiety sign, they do not act normally; they overact, forget the material more efficiently, lose courage, and so on. According to (11) that anxiety responses include an emotional component, a cognitive component of tension, physiological responses such as increased heart rate and blood pressure, and behavioural responses such as avoidance of specific situations. According to the study, anxiety is the expression that someone can accomplish anything under normal conditions, but they easily lose their mind, overreact, panic, and do many other things. Anything with a normal state makes it easier for someone to lose their mind, overreact, panic, and do a variety of other things.

### 3. METHODOLOGY

This research is a descriptive qualitative research. (12), a qualitative research is a study using data in the form of words, sentences, schemes, and pictures. The aim of the study is to know the factors of anxiety in speaking skill. This point covers the following sections: setting and subject of the research, instrument, and technique of data collection, the method of data analysis.

The setting of the research is at SMK Muhammadiyah 1 Palu . It is located on Jl. Letjend Suprpto No. 69, Central Besusu, East Palu District, Palu City, Central Sulawesi. The subject of the researchers is 16 of the eleventh DKV students of SMK Muhammadiyah 1 Palu in the academic year 2022/2023.

The researchers obtained data regarding the process of speaking anxiety. They are observation, questionnaire, and documentation. Firstly; the researchers collected data by using interview used by the researchers and gave eight questions and requested the research participants in deep discussions to find out the data. Secondly; documentation, In this study, the researchers used a voice digital recorder as documentation when interviewing DKV eleventh grade students of SMK Muhammadiyah 1 Palu. This documentation was used to strengthened the data and be able to hear the students' answers again when being interviewed by the researchers. In addition, the researchers also used pictures by taking pictures with three students and researchers when the interview was in progress.

The researchers got the data using the interactive model of Miles, Huberman, and Saldana(13), so that the activity in data analysis, namely the collection of data analysis activities are data collection, data reduction, data display, and drawing verification.

### 4. RESULTS

The researchers aimed to know the students' factors in speaking anxiety based on the students' opinions. There were eight questions that researchers asked to eleventh DKV of SMK Muhammadiyah 1 Palu.

Based on the interview for the question number 1, the researchers found that 50% of sixteen students studied English language besides Indonesian Language. Then, 12%, of them learned their region/tribe language. On the other hand, 38% of students studied the other languages of other countries. They are Japanese, Thailand, Melayu, China, and Arabic language.

For the answer of question number 2, the researchers found the attitude of the Eleventh DKV students toward speaking English in public 25% felt anxious, nervous, shaky, and heart breathing fast in public. 31,25% was sweated because they are lack of self-confidence is caused by they did not know how to speak English in public, fear of being laughed at people. Then, 31,25% lack of vocabulary, mispronunciation, and have low language skills. On the contrary, 12,5% felt fine speaking in public because the languages were used to it and trained.

Based on the result of interview for number 3, their feelings about English 62,5% are mostly happy. They think that English is good to learn and can learn other languages besides Indonesian and feel normal with English because they think English is common. On the contrary, 37,5% of them feel anxious, panic, and shock when they hear English. They felt like they were being told to speak English.

In regard to the data taken from question number 4, 100% of them think that English is important. They gave various opinions are English is important because in the DKV department, using a computer which is full of English, especially when they edit something, the application uses English. In addition, English is important to them because they think they can communicate with foreigners using English.

Based on the interview number 5, 87,5% of sixteen students feel fun with English. Of course, with various reasons why they think that English is fun, cool, and amazing. On the contrary, 12,5% of them think English is not fun because they don't like it.

Connected with the interview number 6, the reasons why they feel English is fun or not. 37,5% of the students reasons are because they can learn a new language. Then, 31,25% of them watch English movies and love to hear English songs. However, 18,75% of the students do not find English is fun because of lack pronunciation, and 12,25% of them also not fun when forced to speak English by the teacher.

In regard to interview number 7 that their feelings when speaking English in class, 56,25% of the students were panic, anxiety, nervousness, and heart breathed fast because they were afraid of mispronunciation, lack of vocabulary, and being laughed by friends. 43,75% of them felt normal because they were still in a familiar environment, their own friends.

Based on the interview taken from question number 8, 56,25% of the students feel anxious when learning English. Because they fear making mistakes, speaking in English, laughed by friends, and less confident. 43,75% of them, feel fine learning English because some have been learning since elementary school, are self-taught, and think they want to continue to gain knowledge from English.

## 5. DISCUSSION

According to the result of study, the following reasons contribute to speaking anxiety: fear of being laughed at by others, mispronunciation, a lack of vocabulary, fear of speaking in public, fear of making mistakes, lack of self-confidence, and low language abilities.

Some students are afraid of being laughed at by others. It contributed the students into anxious feeling in unsupportive manner such as ridicule by others. They all thought that people in their classroom will laugh at them if they make a mistake. The reason of the students made a mistake because they lose their focus. Their mind went blank and remained silent for a moment. They fidgeting, squirming, or stammering. Because of being laughed at by others, they felt worried, shyness, heart breathing fast, sweated, shaky, panic, and nervous in speaking. This causes fear of speaking in public factor. So the cause of fear of speaking in public because of shyness, assumptions from them that they will be laughed at, teased by friends, or even dislike when seen by many people can make anxiety and lack of self-confidence. Lack of self-confidence is one part of factor can make students' anxious and even dislike public speaking. The previous factors support this, so it can lead to a low of language abilities.

## 6. CONCLUSION

Based on the data analysis, the factors of students to feel anxious in speaking English are fear of laughing by others, mispronunciation, lack of vocabulary, fear of making mistakes, fear of speaking in public, lack of self-confidence, low language skills, less speaking practice factor, audience factor, lack of structure, teacher and parents as audience, dissimilar audience, speaking in formal public, and unfamiliar audience

## 7. RECOMMENDATION

This research recommends to students who should have more time to practice speaking English to increase their speaking skills. They should not feel shy and afraid of making mistakes in speaking English, build their confidence to practice speaking English, and improve their speaking skills. They must realise and know their anxiety and try to find ways to cope with it; do not ignore it. The recommendation was addressed to teachers as well, who should understand the characters of the students so they can analyse the factors that cause students to feel anxious when speaking English. In addition, the teachers may get some interesting strategies to solve the problems and then give them treatment. The teachers have a responsibility to create an effective classroom environment for students to show off their speaking skills and set the atmosphere so students can enjoy the class. For the researcher who conducts research to explore speaking anxiety factors and find the factors of speaking anxiety from another perspective, others object, students background, and methods.

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