

## SPEAKING ANXIETY IN SECONDARY SCHOOL (A CASE STUDY IN JUNIOR HIGH SCHOOL) AT SMPN 24 MAKASSAR

Putri Sazhikirani Saharani<sup>1</sup>, Nurfaizah Sahib<sup>2</sup>, Ulfah Syam<sup>3</sup>

<sup>123</sup>English Language Education Department, Bosowa University, Indonesia

### ABSTRACT

The aim of this study was to find out there was a factor that made students' anxiety in speaking English after doing the research in VIII-8 class at SMPN 24 Makassar in the 2022/2023 academic year. The approach of this study was qualitative descriptive research with using questionnaire public speaking class anxiety scale. Students' speaking anxiety was filled by used questionnaire to electing the data. The writer took the eighth grade with 27 students from the population. The method of this study used purposive sampling technique to select a sample from the population. The results of data analysis showed that there was a factor that made students' anxiety in speaking. The score obtained from factor of embarrassment was 225. In all factors it showed that the number of embarrassment was the highest. Factor of lack of preparation score was 55. It showed that in all factors the number of lack of preparation was lowest from the all factors. It means that factor embarrassment was the most factors that made students' anxiety in speaking English at eighth grade students at SMPN 24 Makassar.

**Key Words:** Speaking Anxiety, Language Learning, Secondary School Students, Factors Anxiety

### INTRODUCTION

English as the foreign language and the second language has an important function in international association. English has become a part of our life because it is used in all aspects. It is very important vehicles to develop our country. Therefore everyone should be able to speak English. Speaking is the main way people to communicate. Speaking as oral communication convey the message in listeners. Communication will occur if the listeners can give respond in the feedback. In addition, English is one of the great skill that have to be have by learners who has wanted to learning more deeply about it. Speaking skills are defined as the skills which allow us to communicate effectively. The situation in School, they are seemed to be afraid to speak and also the problem always faced by the teacher is the way to teach the students to speak (Brown, 2010).

A few researches have conducted speaking anxiety studies in a classroom setting. In a study on anxiety in Iranian universities conducted by Ebrahimi (2013), many students experienced speaking anxiety due to alack of vocabulary, poor English proficiency in speaking activities. Found out that students struggled with

speaking anxiety in front of the class. A study by Subasi (2010) at Anadolu University identified negative appraisals of oral competence and fear of self-evaluation as causes of anxiety.

Also, a study by Kayaoglu & Saglamel (2013) was conducted at a state university in north eastern Turkey. Research has shown that some of the causes of fear of speaking are "language difficulties, fear of failure, and competitiveness". However, these studies focus on the university level. Gaps in the existing literature show that the secondary school setting has received little attention. In fact, for many reasons, these students were exposed to English and had speaking anxiety.

According to Oxford (2001), most language studies show a negative relationship between anxiety and achievement. Anxiety affects student performance through worry, self-doubt, and reduced participation. According to Ricardo Schutz (2013), anxious students have difficulty following lessons and speaking. They may not learn much or be able to demonstrate what they have actually learned. For example, when a teacher asks a student to practice in front of the class. Some children thought that if they made a mistake, their classmates would laugh at them. So they preferred to keep quiet. This condition can make students feel insecure in the class room and affect their ability to speak.

In relation to this, as prospective educators, we must find out what is the cause speaking anxiety in learning especially in speaking English through A Case Study in Junior High School. In this case, the researcher hopes that with the application of speaking anxiety, students' speaking skills can increase. This research is important to do because students' self-confidence needs to be known and redeveloped so that they are more relaxed and relaxed in speaking English. The problem of anxiety when speaking English is interesting to discuss because it is something we rarely talk about. That's why researchers want to study it. The researcher wants to focus on what are the factors affecting the speaking anxiety by the students' in speaking anxiety at SMPN 24Makassar. For this reason, this study is entitled "Speaking Anxiety in secondary school ( A case study in Junior High School).

## METHOD OF THE RESEARCH

The writer was used descriptive qualitative research. Qualitative research is defined as a market research method that focuses on acquiring data through open-ended questions. The data are generally non numerical. The qualitative approach was chosen because this research aims to know the factors that cause students' speaking anxiety by the eighth graders students at SMPN24 Makassar. Sincethey were not involved in the educational process in learning, writer used questionnaire was adapted from the final version of PSCAS (Public Speaking Class

# THE ACADEMIC

Journal of English Language Education  
ISSN: 2528-3677; E-ISSN: XXXX-XXXX

Volume 7 No. 2 December 2022

Anxiety Scale) by Yaikhong & Usaha in 2012. Public Speaking Class Anxiety Scale itself contains 13 statements aimed at identifying the causes of anxiety in students when speaking English.

Researchers observed students' anxiety during speaking classes, collected data and analyzed it using questionnaires. Before the students started answering the questionnaire, the researcher explained how to answer the questionnaire and gave them 15 minutes to complete the questionnaire. Instrument on this studies use a Likert & Scoring scale in the form of a checklist (v). Checklists are provided in the available columns and statements correspond to alternate subject status. Response usage is strongly agree (SA), agree (A), neutral (N), disagree (D), and strongly disagree (SD). Score= $n_1 + n_2 + n_3 + \dots + n_{20}$  Where:  $n_1, n_2, n_3, etc,$  means score number 1, score number 2, scores number 3, and so on until score number 30.

## FINDING AND DISCUSSIONS

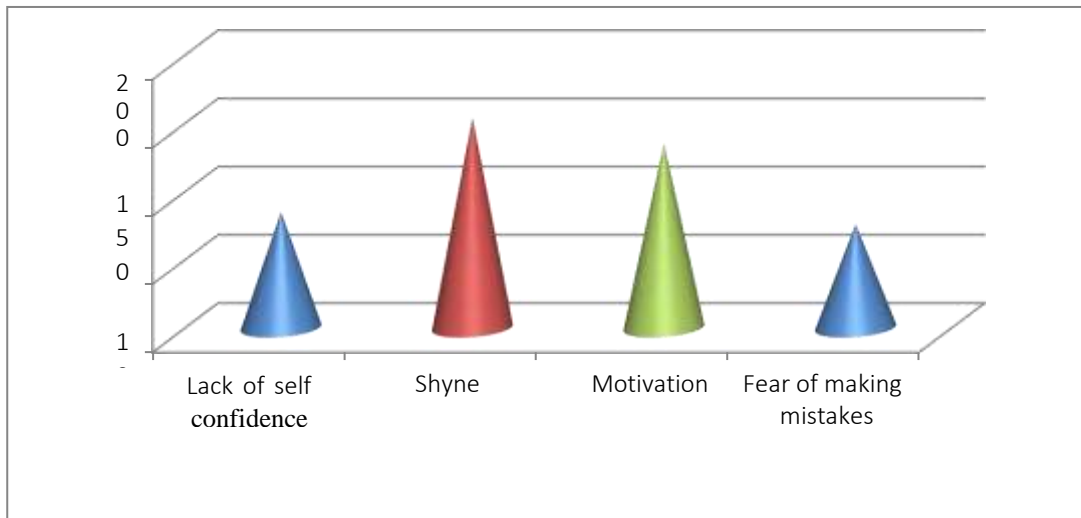
After collecting all the data, the writer received some results of students' answer from the questionnaire where consists 13 statements from the indicators. The results of this study presented students' answer on the internal and external factors that affecting students' speaking anxiety. Discussion of the study is a further explanation of the results. Data were collected from class VIII - 8 at SMPN 24 Makassar.

**Table 1 Internal Factors Affect Students' Speaking Anxiety**

| NO | Indicators              | Score |
|----|-------------------------|-------|
| 1  | Lack of self confidence | 85    |
| 2  | Shyness                 | 154   |
| 3  | Motivation              | 135   |
| 4  | Fear of making mistakes | 76    |

Source : Students' Score from the Indicators

Based on Table 1 this research found that there are four internal factors that influence students' anxiety when speaking English. Lack of self confidence, shyness, motivation, and fear of making mistakes, with a self-confidence the results score was 85. shyness score was 154. Motivation score was 135. Fear of making a mistakes core was 76. Based on Table 1 above, shyness was higher than any of the internal factor that affecting students' speaking anxiety in class VIII - 8 at SMPN 24 Makassar.



**Figure 1 Internal Factors Affect Students' Speaking Anxiety**

Based on Figure 1 above, finds that there are four internal factors that influence a student's anxiety when speaking English. The difference in numbers turns out to be an internal factor in students' fear when speaking English. The number of shyness students was higher than all internal factors that make students anxiety to speak English. Motivation scores were highest for lack of confidence and fear of making mistakes was the lowest.

- 1) I never feel quite sure of myself while I am speaking English.
- 5) In speaking class, I am anxious to speak English because I don't know good and correct word order in sentence structure.
- 14) I face the prospect of speaking English with confidence.
- 18 ) I feel anxious while waiting to speak English.
- 19) I want to speak less because I feel shy while speaking English.
- 23) Even if I am very well prepared I feel anxious about speaking English.

**Table 2 Score of Students' Answer From The Questionnaire Internal Factors**

| Students'<br>Initial | IN 1 |      | IN 2 |      | IN 3 |     | IN 4 |
|----------------------|------|------|------|------|------|-----|------|
|                      | Q 1  | Q 19 | Q 23 | Q 14 | Q 18 | Q 5 |      |
| AA                   | 5    | 5    | 1    | 1    | 5    | 5   |      |
| AR                   | 3    | 4    | 3    | 3    | 4    | 4   |      |
| AS                   | 5    | 2    | 5    | 2    | 3    | 3   |      |
| DA                   | 5    | 2    | 3    | 3    | 4    | 4   |      |
| FH                   | 2    | 1    | 2    | 2    | 3    | 3   |      |
| KH                   | 3    | 5    | 3    | 3    | 3    | 3   |      |

# THE ACADEMIC

Journal of English Language Education  
ISSN: 2528-3677; E-ISSN: XXXX-XXXX

Volume 7 No. 2 December 2022

|        |    |     |   |     |   |    |
|--------|----|-----|---|-----|---|----|
| MK     | 2  | 3   | 5 | 3   | 1 | 1  |
| MA     | 3  | 5   | 2 | 5   | 3 | 3  |
| MK     | 5  | 1   | 4 | 1   | 2 | 2  |
| MH     | 5  | 2   | 4 | 3   | 5 | 5  |
| MH     | 5  | 2   | 3 | 2   | 2 | 2  |
| MN     | 3  | 3   | 4 | 2   | 3 | 3  |
| MF     | 2  | 5   | 3 | 4   | 4 | 4  |
| NA     | 5  | 2   | 5 | 2   | 3 | 3  |
| NA     | 5  | 4   | 4 | 3   | 1 | 1  |
| NF     | 5  | 5   | 2 | 2   | 3 | 3  |
| NS     | 2  | 3   | 2 | 2   | 2 | 2  |
| RA     | 2  | 1   | 3 | 1   | 3 | 3  |
| RA     | 2  | 5   | 4 | 4   | 5 | 5  |
| R      | 5  | 2   | 3 | 4   | 3 | 3  |
| SP     | 1  | 5   | 2 | 4   | 3 | 3  |
| SZ     | 2  | 2   | 2 | 2   | 3 | 3  |
| SA     | 4  | 3   | 3 | 2   | 5 | 5  |
| SF     | 1  | 1   | 1 | 1   | 3 | 3  |
| ZA     | 4  | 3   | 2 | 3   | 4 | 4  |
| JUMLAH |    |     |   |     |   |    |
|        | 85 | 154 |   | 135 |   | 76 |

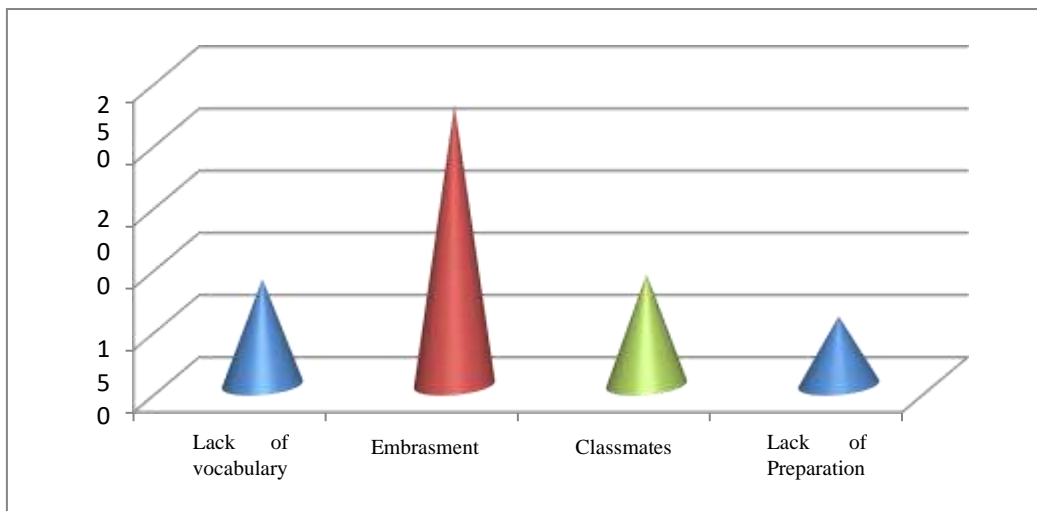
Source : Students' Answer from the Questionnaire

**Table 3 External Factors Affect Students' Speaking Anxiety**

| NO | Indicators          | Score |
|----|---------------------|-------|
| 1  | Lack of Vocabulary  | 85    |
| 2  | Embarrassment       | 225   |
| 3  | Classmates          | 89    |
| 4  | Lack of Preparation | 55    |

Source : Students' Score from the Indicators

Based on Table 3, four external factors that influence students' anxiety in speaking English such as: lack of vocabulary, embarrassment, classmates, lack of preparation, lack of vocabulary scored 85, and embarrassment scored 225. The survey revealed that factor classmate scored 89. Score for lack of preparation was 55. Based on Table 3 above, embarrassment was higher than external factors influencing students' speaking anxiety.



**Figure 2 External Factors Affect Students' Speaking Anxiety**

Based on Figure 2 above, we can see that there are four external factors that influence students' anxiety when speaking English. The number of students embarrassment was higher than all other factors of student anxiety in speaking English. The number of classmates was higher than the lack of vocabulary, and the number of lack of preparation was the lowest.

- 2) I trembled when I found out that I would be called to speak English.
- 3) I started to panic when I had to speak English without any preparation.
- 8) I am afraid that other students will laugh at me while I am speaking English.
- 13) It embarrasses me to volunteer to go out first to speak English.
- 17) Certain parts of my body feel very tense and rigid while speaking English.
- 24) I do not have a lot of vocabulary.

**Table 4 Score of Students' Answer From The Questionnaire External Factors**

| Students' Initial | IN 1 |      | IN 2 |     | IN 3 |      | IN 4 |
|-------------------|------|------|------|-----|------|------|------|
|                   | Q 24 | Q 25 | Q 8  | Q 2 | Q 13 | Q 17 | Q 3  |
| AA                | 2    | 5    | 4    | 4   | 4    | 1    | 2    |
| AR                | 2    | 1    | 2    | 3   | 4    | 3    | 2    |
| AS                | 3    | 3    | 2    | 2   | 3    | 2    | 1    |
| DA                | 4    | 4    | 2    | 3   | 3    | 3    | 2    |
| FH                | 3    | 2    | 4    | 3   | 2    | 2    | 4    |
| KH                | 4    | 3    | 4    | 2   | 3    | 3    | 2    |
| MK                | 4    | 2    | 4    | 4   | 4    | 1    | 5    |
| MA                | 1    | 5    | 2    | 2   | 4    | 1    | 4    |
| MK                | 2    | 3    | 1    | 4   | 3    | 1    | 1    |
| MH                | 2    | 5    | 2    | 3   | 3    | 3    | 4    |
| MH                | 2    | 2    | 2    | 3   | 1    | 2    | 2    |

# THE ACADEMIC

Journal of English Language Education  
ISSN: 2528-3677; E-ISSN: XXXX-XXXX

Volume 7 No. 2 December 2022

|        |    |   |     |   |    |   |    |
|--------|----|---|-----|---|----|---|----|
| MN     | 3  | 3 | 2   | 3 | 3  | 2 | 2  |
| MF     | 4  | 4 | 5   | 4 | 2  | 4 | 4  |
| NA     | 2  | 5 | 1   | 3 | 5  | 2 | 1  |
| NA     | 3  | 4 | 2   | 3 | 4  | 3 | 2  |
| NF     | 4  | 4 | 3   | 5 | 4  | 2 | 1  |
| NS     | 5  | 5 | 4   | 2 | 3  | 2 | 3  |
| RA     | 3  | 3 | 1   | 5 | 1  | 1 | 1  |
| RA     | 3  | 5 | 2   | 2 | 4  | 4 | 2  |
| R      | 4  | 4 | 2   | 2 | 4  | 4 | 2  |
| SP     | 3  | 2 | 2   | 3 | 2  | 4 | 1  |
| SZ     | 2  | 5 | 2   | 5 | 4  | 2 | 2  |
| SA     | 4  | 3 | 2   | 2 | 2  | 2 | 2  |
| SF     | 1  | 5 | 2   | 3 | 1  | 1 | 1  |
| ZA     | 4  | 4 | 4   | 4 | 4  | 3 | 2  |
| JUMLAH |    |   |     |   |    |   |    |
|        | 85 |   | 225 |   | 89 |   | 55 |

Source : Students' Answer from the Questionnaire

## DISCUSSION

To clarify the discussion, the study would like to describe the results of the analyzed data as follows : internal factor and external factor. In the discussion and analysis of identified studies to develop the questionnaire by used the final version of PSCAS questionnaire adopted by Yaikhong & Usaha (2012).

It was previously stated that there were internal and external factors influencing the students' anxiety in speaking English, namely : lack of self-confidence, shyness. The total indicators in internal factors in the questionnaire were 4 items consists 6 statements. shyness, with a score of 154 being much stronger in the internal factor, and shyness being higher than all factors. Shyness one of the more common phobias encountered by students he has is feeling shy when speaking in front of people, going blank or not knowing what to say. It explains that it will cause you to forget what you are doing score of motivation was 135, Significantly stronger than internal factors, and the number of motivations was the second highest. Motivation is internal energy. No matter what the learner's motivation is, their interest in learning will increase. Lack of confidence was the weakest internal factor, with a score of 85 for speaking anxiety among students whose vocabulary deficiencies impacted their English. means that it is the lowest in internal factor affecting students' speaking anxiety. people who are good at language classes have very little fear. This means that lack of self-confidence is one of the key factors to considerate successful in learning. We found fear of making mistakes to be the second lowest internal factor with 76 scores. Fear of making mistakes is becoming one of the factors that discourage

*English Language Education Department  
Bosowa University*

students from using English in the classroom. Regarding the fear of making mistakes, Aftat (2008) adds that this fear is related to correction and negative appraisal problems.

Also there were four external factors influencing the students' anxiety in speaking English, namely: lack of vocabulary, embarrassment, classmates, lack of preparation. The total items in the questionnaire were 4 items consists 7 statements. Embarrassment was a strong external factor, with a score of 225 it means embarrassment is the strong external factor that influences students' anxiety in speaking English. Embarrassment is one of the greatest factors contributing to student anxiety when learning a second/foreign language. The expert explained that learning a second/foreign language comes with the potential for embarrassment. Classmates was the second highest external factor with a score of 89 affecting students anxiety in speaking. It turned out to be a powerful external factor that makes students' anxiety in speak English. Classmates area contributing factor to student anxiety in learning process it is because they were fear of negative evaluation by their friends. Lack of vocabulary was the weakest external factor with 85 scores. It turns out that means external factors was the lowest affecting students anxiety in speaking English. Lack of vocabulary, can be interfere with the process in learning especially in learning language lack of preparation become a weakest from external factor that affecting students' anxiety in speaking with 55 score, it means that lack of vocabulary was the second lowest in external factors. Preparation in their top list of ways to overcome fear. Therefore, it is clear that lack of preparation is one of the problems that contribute to student anxiety when speaking in English.

## CONCLUSION

Based on the effects of the analysis, there are two factors influencing students' anxiety in speaking English that was internal and external factors, in internal factor there have been 4 indicators which include lack of self-confidence, shyness, motivation, fear of making mistakes and with inside the external factor additionally there have been also 4 indicators influencing students' anxiety in speaking English which include lack of vocabulary, embarrassment, classmates, lack of preparation. According to the date analyzed used a questionnaire followed Yaikhong & Usaha in2012. Factor embarrassment becoming the highest score from all indicators with 225 score. Influencing students' anxiety in speaking English factor embarrassment that has the highest inof all indicators. It means that embarrassment is the strong indicator that affect students' anxiety in speaking English. The other hand lack of preparation is the weakest indicator that affect students' anxiety in speaking English. it means that lack of preparation

# THE ACADEMIC

Journal of English Language Education  
ISSN: 2528-3677; E-ISSN: XXXX-XXXX

Volume 7 No. 2 December 2022

become the much less and the low indicator then all indicators that affected students' anxiety in speaking English on the eighth grade in SMPN 24 Makassar.

## REFERENCE

- Brown, H. Douglas. (2010). *Principle of Language Learning and Teaching*. London: Longman.
- Cameron, L. (2001). *Teaching Language to Young Learner*. New York: Cambridge University Press.
- Ebrahimi, H. R. R (2013) .*Anxiety as A Deterring Element in Learning English for Oral Communication Among EFL students*. International Journal of Language Learning and Applied Linguistics World (IJLLALW), 4(3),179-196.
- Kayaoğlu, M. N, and Sağlamel, H. (2013). *Students' perceptions of language anxiety in speaking classes*. Journal of History Culture and Art Research, 2(2),142-160.
- Oxford, R. (2001). *Languange Learning Style and Strategies: Teaching English as a Secondor Foreign Languange*. (M. Celce-Murcia,Ed.) New York: Heinle.
- Schutz, R. (2013). "*Stephan Krashen's Theory of Second Languange Acquisition*".
- Subasi, G. (2010). *What are the main sources of Turkish EFL students anxiety in oral practice?*.Turkish OnlineJournal of QualitativeInquiry,1(2),29-49.
- Sahib N. (2019). *Using Dialogue-games in Improving Speaking Ability of Participants of Advanced Level of PIKIH Program*. Universitas Islam Negeri Alauddin, Indonesia.
- Syam U., Quora, A., Asrifan, A., Galal Muhammad, M., Ismail, M, A., Taufik, M., & Rahmawati Pellu, M. (2020). Current Research In ELT.
- Yaikhong, Kriangkrai and Siriluck Usaha. (2012). "*A Measure of EFL Public Speaking Class Anxiety: Scale Development and Preliminary Validation and Reliability*" Canadian Center of Science and Education 5, no. 12 (2012).